DOCUMENT RESUME

ED 176 095 CE 022 710

AUTHOR	Arthur, Patricia, Ed.
TITLE	Resources in Vocational Education, 1979. Volume 12, No. 1.
INSTITUTION	Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
BUREAU NO	498MH90003
PUB DATE	79
CONTRACT	300-78-0032
NOTE	142p.; Not available in paper copy due to small print
JOURNAL CIT	Resources in Vocational Education; v12 n1 1979
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Career Education; Curriculum Development; Instructional Materials; *Research Projects; *Technical Education; *Vocational Education

ABSTRACT

This compilation of approximately two hundred document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s) title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section of projects in progress contains approximately two hundred resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL-94-482), the National Institute of Education, the U.S. Office of Career Education under the Educational Amendments of 1974 (PL-93-380), and the Fund for the Improvement of Postsecondary Education. Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. (LRA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Resources in Vocational Education 12

1979 Volume 12 Number 1

ED176095

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road Columbus, Ohio 43210

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 022 710

Information Products

The Complete VT-ED Cross-Reference Index for the AIM/ARM System, compiled by Kathleen Jezierski and Joan Mitric, 1978. ED 164 800.

An aid to locating documents processed for the AIM/ARM information system, this index consolidates over 17,000 VT (AIM/ARM accession) numbers in one easy-to-use guide with cross reference to the ERIC system's numbering. Availability of documents through the ERIC Document Reproduction Service (EDRS) is shown.

Writer's Guide to Publication Development: How to Get Your Publication into an Information Retrieval System, by Kathleen Jezierski, 1978. ED 164 799.

This document provides a set of instructions and a model to guide authors in developing publications that meet both the criteria of federal and state government sponsors and criteria for inclusion in information retrieval systems. Included are step-by-step instructions on format, considerations for physical appearance, a brief discussion of content requirements, and a short section on copyright considerations.

Current Projects in Vocational Education – FY 1976. Abstracts of Projects Supported in Fiscal Year 1976 and the Transition Quarter under the Vocational Education Amendments of 1968 (Parts C, D, I, and J). Compiled by Wesley E. Budke and Ruth Gordon, 1977. ED 138 782.

This compilation presents abstracts of 221 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1976 and the transition quarter (July 1–September 30, 1976). The projects relate to research, demonstration, curriculum development, and bilingual vocational training.

Current Projects in Vocational Education–FY 1977. Abstracts of Projects Supported in Fiscal Year 1977 under the Vocational Education Amendments of 1968 (Parts C, D, I, and J). Compiled by Ruth Gordon and Lois Ann Sellers, 1978. ED 151 611.

This compilation presents abstracts of 199 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1977. The projects relate to research, demonstration, curriculum development, and bilingual vocational training.

Resources in Vocational Education is a bimonthly publication of the National Center Clearinghouse at the National Center for Research in Vocational Education. Requests for information, changes of address, and other mail items should be addressed to: Resources in Vocational Education, Information and Field Services Division, the National Center for Research in Vocational Education, the Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210. Telephone: (614) 486-3655.

Editor: Patricia Arthur

Photocomposition services for this journal were provided by Operations Research, Inc., Information Systems Division, ERIC Processing and Reference Facility, 4833 Rugby Avenue, Suite 303, Bethesda, Maryland 20014.

Foreword

Finding available information is a major task for researchers, curriculum specialists, teachers, administrators, and students. The National Center for Research in Vocational Education is dedicated to helping others find useful information.

Resources in Vocational Education is prepared bimonthly by the staff of the National Center for Research in Vocational Education under a contract with the U.S. Office of Education, Bureau of Occupational and Adult Education. Included are abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded proposals. The full text of most documents announced in *Resources in Vocational Education* is available in microfiche or hard copy from the ERIC Document Reproduction Service (EDRS). Microfiche also is available in local ERIC microfiche collections.

We appreciate the contributions of state research coordinating units, curriculum coordination centers, instructional materials laboratories, local school systems, colleges and universities, and professional associations. Members of the profession are encouraged to send instructional and research material for possible inclusion in future issues of *Resources in Vocational Education.*

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

DO NOT FILM THIS PAGE

Contents

Information Products ii

Funding Information iii

Foreword v

DOCUMENTS

Resumes 1

Indexes 45

PROJECTS IN PROGRESS

State-Administered Projects 77

National Institute of Education Projects 99

Office of Career Education Projects 107

Fund for the Improvement of Postsecondary Education Projects 129

ORGANIZATIONAL RESOURCES

Division of Research and Demonstration 135

Curriculum Coordination Centers 135

Research Coordinating Units 136

How to Order Documents 139

How to Order Subscriptions 141

SAMPLE DOCUMENT RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means ficrofiche; "HC" means hard copy. When listed "not available from EDRS," other sources are cited above.

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).*

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials.

ED 137 505 08 **CE 009 927**

Lee, Arthur M.

Learning a Living across the Nation. Volume V. Project Baseline. Fifth National Report. Baseline Year: 1974-75 (Fiscal Year 1975). Part 2: Narrative Report.

Northern Arizona Univ., Flagstaff. Project Baseline.

Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—P-5573

Pub Date Nov. 76

Contract—OEC-0-72-0414

Note—188p.; For a related document see CE 010 512

Available from—Project Baseline, 6502 N. 35th Avenue, Phoenix, Arizona 85017

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Adult Education, Annual Reports, Cooperative Programs, *Data Analysis, Data Collection, Disadvantaged Youth, *Educational Assessment, *Educational Finance, *Educational Legislation, Educational Needs, Enrollment, *Enrollment Trends, Expenditures, Females, Handicapped Students, Minority Groups, Personnel Needs, Post Secondary Education, Secondary Education, Special Programs, Statistical Data, Student Characteristics, Tables (Data), *Vocational Education, Work Study Programs

Identifiers—Education Amendments 1976 Title II, *Project Baseline, United States

This is the first part of a two-part fifth volume in a series of annual reports on the status of vocational education in the United States. It primarily reports the developments that have taken place each year in the numbers and characteristics of students enrolled, programs, costs, and results. (The entire study initiated by Congress in 1971, is known as Project Baseline.) Chapter I is a brief overall summary of the past five years, and Chapter II is a summary of the statistical tables in Part 2 (a separate document) of this report as well as previous years. Information covers enrollment (expansion in 1974-75, growth among the States, occupational areas, co-op, youth organizations, percent of secondary students, analysis of data on women, disadvantaged and handicapped, and ethnic minorities), expenditures, completions and placements, instructional personnel, and manpower training under CETA. Chapter III discusses title II of the Education Amendments of 1976 (Vocational Education Act) and examines some serious data problems. Chapter IV discusses information on vocational education that has not been covered by previous and present statistical summaries i.e., impact of Federal legislation, strengths and weaknesses of vocational education today, student benefits, duplication between manpower training and vocational education. The financing of continued expansion of vocational education in the face of dwindling tax resources is discussed in Chapter V. Chapter VI is largely a discussion of Project Baseline's role in the five years of its existence and what its role may be in the future. Appendixes include the text title II of the Education Amendments of 1976 and other data related to the Baseline project. (SH)

DOCUMENTS

Resumes

The document resumes presented in this section are numerically ordered by ED number. Users may scan this section for documents of interest, or use the subject, author, or institution indexes to locate documents in a specific field or produced by a particular author or institution.

ED 149 048 CE 014 189

Rall, Clifford L. O'Brien, Frank E.

Methods and Procedures for Job Identification and Placement Based Upon Industrial Needs. Final Report.

Montgomery Coll., Rockville, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—21 Aug 77

Contract—G007603433

Note—87p.; Several photographs and parts of the appendix may not reproduce well

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Basic Skills, Business, *Cooperative Planning, *Curriculum Development, Curriculum Planning, Educational Alternatives, Educational Planning, Employment Practices, Employment Problems, Equal Opportunities (Jobs), Females, Guidelines, *Job Placement, Junior Colleges, *Manpower Needs, Models, Post Secondary Education, *School Industry Relationship, *Trade and Industrial Education, Vocational Education

Objectives of a study conducted by a two-year college were to (1) enable representatives of hiring industries and governmental agencies to help evaluate or initiate a selected vocational curriculum and to establish procedures for continuous change and upgrading in cooperation with the postsecondary institution; (2) determine which of the general education requirements are necessary for employment (i.e., what kind of English, math, etc.); (3) maintain an accurate file of immediately available and emerging jobs from industries who will hire trainees and obtain continuous input from those responsible for hiring; and (4) devise a method of determining the point during the student's study and training where he/she is able to obtain employment. Interviews were held with personnel from a group of sixty participating employers employing more than 30,000 employees. In this report, discussion and opinions are presented in twelve sections and include procedures for establishing a new curriculum, involving women in vocational education training, the advantages of apprenticeships, and an electromechanical technology course model. Sixteen summary comments and conclusions are presented and include that vocational educators must leave the isolation of the classroom and establish face-to-face liaison with personnel managers and shop supervisors in their particular curriculum industries. A manual for setting up a curriculum is appended. (BL)

ED 149 049 CE 014 193

Stronge, William B. Villemez, Wayne J.

The Effect of Post Secondary Vocational Education in Assisting Students to Overcome Class and Income Inequality.

Florida Atlantic Univ., Boca Raton.

Spons Agency—Florida State Advisory Council on Vocational and Technical Education, Tallahassee.; Florida State Dept. of Education, Tallahassee.

Pub Date—Oct 77

Note—297p.; Appendixes A and B, containing questionnaires, may not reproduce well due to small type

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors—Area Vocational Schools, College Graduates, Community Colleges, Economic Change, Economic Factors, *Educational Benefits, Educational Research, Employment Experience, Graduates, Junior Colleges, Junior College Students, Lower Class, Low Income Groups, Middle Class, *Post Secondary Education, School Surveys, Social Influences, *Social Mobility, Socioeconomic Background, Socioeconomic Influences, *Socioeconomic Status, Technical Education, *Vocational Education

Identifiers—Florida

A study was conducted to compare the gain received from vocational education by those from low socioeconomic backgrounds to the gain received by those from high socioeconomic backgrounds to determine whether the postsecondary vocational education system lessens the gap between the social classes. Business/office, distributive, health, and trade-industrial/public service were the four areas selected for survey in three area community colleges and three vocational centers. Questionnaires were mailed to a sample of 1,565 program completers. In addition, one class from each program at each institution was administered an in-class survey. The response rate for the mailed questionnaire was approximately 41% while the in-class survey yielded 639 questionnaires. A variety of scales of socioeconomic status were constructed for each respondent, and three different techniques were used to translate occupation to socioeconomic status. The principal conclusion was that in the geographical area surveyed the postsecondary vocational and technical education system increases inequality, primarily because more upper status than lower status individuals are served by the system and because the return to upper status individuals exceeds that of the lower status individuals. However, some of the occupational programs hold promise for reducing the inequality, and occupational programs do serve a variety of purposes for those who enroll in them. (BL)

ED 149 050 CE 014 196

Gold, Judy E.

Market Aspects of an Interior Design Program.

Spons Agency—East Texas State Univ., Commerce.

Pub Date—77

Note—298p.

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors—Art Education, *Curriculum Development, Employment Opportunities, Employment Qualifications, Feasibility Studies, Graduation Requirements, Home Economics, *Home Furnishings, Interdisciplinary Approach, *Interior Design, *Job Market, Marketing, Occupational Surveys, Post Secondary Education, *Program Planning, Technical Education, Trade and Industrial Education

Identifiers—Louisiana, Oklahoma, Texas, Texas (Dallas)

A project was conducted to evaluate a proposed interior design program in order to determine the marketability (job availability in the field of interior design and home furnishings merchandising) and the feasibility (educational requirements for entrance into the interior design and home furnishings merchandising job market) of the program. To accomplish these purposes, interior design and home furnishings businesses in the Dallas metroplex, northeast Texas, southeastern Oklahoma, and western Louisiana were surveyed. To determine job availability and to ascertain educational requirements for entrance into this field, nine research questions were formulated for the survey. Based on the findings, several conclusions were drawn and recommendations primarily focusing on the need for further research were made. Intended to be utilized in planning a curriculum for an interdisciplinary interior design program, it was determined that the results of the study could benefit various departments at East Texas State University, including home economics, marketing and management, industry and technology, and art. Other institutions of higher education could utilize the data concerning the job market and educational requirements for interior design graduates, and interior design and home furnishings businesses in the surveyed areas could benefit as well. (BM)

ED 149 052 CE 014 209

Avery, John H.

Determining Performance Levels of Competencies for Job Entry Required of Beginning Farm Operators. Final Report.

Southwest Wisconsin Vocational-Technical Inst., Fennimore.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—Jun 77

Note—164p.; Not available in hard copy due to print quality

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Agricultural Education, Agricultural Engineering, Agricultural Occupations, Agricultural Production, Dairymen, Educational Needs, *Entry Workers, Farmers, *Farm Management, *Farm Occupations, *Job Skills, Post Secondary Education, Research, Secondary Education, State Surveys, Surveys, Vocational Agriculture, Young Farmer Education

Identifiers—Wisconsin

A sample of 145 people representing eighty farm operations and a statewide sample of 233 agricultural and agribusiness workers participated in a study to identify competencies, their importance (on a one to five rating scale), and the performance level required of a beginning farm operator in each of the following five cluster areas considered important to the agricultural economy of southwest Wisconsin: agricultural mechanics, farm business management, dairy production, livestock production, and crop production. It was anticipated that results would be useful in setting curriculum priorities in vocational agriculture programs. A survey instrument using a Likert-type scale was administered to participants to obtain a mean value for each duty and task in each of the five clusters. The survey instrument was then modified and re-administered to determine performance levels. Each duty area and its separate tasks were rated based on the amount of outside assistance needed to complete duties and tasks. Results showed that a majority of

the duties and tasks listed are of high or extreme importance for survival and growth as a farm operator and that a farm operator must rely on his/her own skills and expertise, acting for the most part, independently of outside assistance. (The major portion of this report consists of the rated duties (seventy-nine) and tasks for the beginning farm operator, grouped according to cluster. Recommendations for the farm operator technician curriculum are included.) (SH)

ED 149 053 CE 014 213

A Manual for the Implementation of a Rural-Based K-12 Career Education Program. Careers Resource Project.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—[76]

Contract—54-77-III-3

Note—224p.; Manual was developed by Careers Resource Project staff

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—*Career Education, College Placement, Comprehensive Programs, Curriculum Guides, Elementary Secondary Education, Inservice Education, Inservice Teacher Education, *Instructional Materials, Job Placement, Media Selection, Models, *Program Administration, Program Budgeting, *Program Development, Records (Forms), *Rural Education, Senior High Schools, *Student Placement, Workshops

Developed by the Careers Resource Project staff (which is nearing the end of a three-year federally funded effort to promote career education in K-12 classrooms of rural Indiana), this manual is designed for use by the facilitator of a career education program and is based on experiences of the Careers Resource Project. Following brief introductory information on the project and factors related to its implementation, four major topics are discussed in separate sections. Section 1, on administrative aspects of a project/program, covers pre-funding planning, planning phase related to notification of funding, staffing, budgeting, funding sources, public relations, and evaluation. Section 2, on program development, discusses initial contact, faculty orientations, initial implementation, and inservice and consultation. Materials and equipment, the third section, focuses on selection, use, and types of instructional materials, noting that career education materials are an integral part of the total program. In the final section, various factors relating to the development of a senior high school comprehensive placement program are discussed: the meaning of comprehensive placement, its relationship to career education, those served, and those implementing. The Careers Resource Project model is also briefly presented along with a discussion of placement elements particularly relevant to a rural setting. Appendixes comprising over half of this manual include such information as an outline of potential teacher inservice workshops; a workshop checklist; workshop evaluation form; a seventy-page guide for infusing career education concepts into the K-12 curriculum, including behavioral objectives, career education ideas, and activities; a guide to the use of mobile units; and various student and evaluation forms. (SH)

ED 149 055 CE 014 230

The Community Action Agency Youth Development Program Manual. A Technical Assistance Pamphlet.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date—Jun 72

Contract—BOO-5205

Note—63p.; Document prepared by Project MAP, Inc.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Community Action, Community Agencies (Public), Community Involvement, Community Resources, *Community Service Programs, *Economically Disadvantaged, Federal Programs, Financial Support, Individual Development, Interagency Coordination, *Program Administration, Program Descriptions, *Program Development, Program Guides, Program Planning, Youth, *Youth Programs

Identifiers—Community Action Agency, United States, *Youth Development Program

This manual presents background information and administrative techniques which are intended to strengthen youth programs and interorganization coordination with the Youth Development Program (YDP) and the Community Action Agency (CAA). The content is in four sections. The section on program definitions includes definitions, history, and projections for both YDP and CAA. The section, Basic Organization of Youth Programs, covers idea formation, obtaining funding, implementation, and institutional change. Next, suggested strategies for staffing the program, organizing youth, program development, and resources mobilization are discussed as major responsibilities of the youth development program director. The final section, CAA Support to the YDP, briefly discusses the selection of the YDP director, the role of the CAA in organizing youth, communications, board representation, and mobilizing resources for youth. The appendix contains a list of references and a description of the experiential learning method which is applicable to YDP. (EM)

ED 149 057 CE 014 289

Overview: 1976 Reports of the State Advisory Councils on Vocational Education.

National Advisory Council on Vocational Education, Washington, D.C.

Pub Date—Jul 77

Note—123p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Abstracts, *Advisory Committees, Annual Reports, Educational Coordination, Educational Policy, *Educational Problems, National Surveys, Program Effectiveness, Program Evaluation, *State Agencies, *Statewide Planning, *Vocational Education

Identifiers—United States

One- to four-page summaries are presented of fifty-five of the 1976 annual reports of the State Advisory Councils on Vocational Education. Most of the summaries address the effectiveness of vocational education programs, services, and activities in meeting the objectives as set forth in the State Plan and recommend changes warranted by the evaluations. Some reports note council activities and special projects or studies commissioned by the councils. Summaries are arranged alphabetically by state. An overview section highlights common issues in all the reports, focusing on the statutory requirements for evaluation of attainment of the goals and objectives of the State Plans. Eight issues and concerns addressed most frequently in the reports are identified and discussed briefly: professional development, disadvantaged and handicapped, local advisory committees, job placement and followup, guidance and counseling, vocational youth organizations, market and manpower data/program relevance, women's issues, and funding. (JT)

ED 149 058 CE 014 293

Resource Book for State Advisory Councils on Vocational Education.

National Advisory Council on Vocational Education, Washington, D.C.

Pub Date—Dec 77

Note—65p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Advisory Committees, *Agency Role, Citizen Participation, Community Action, Educational Planning, *Educational Policy, Educational Responsibility, *Federal Legislation, Federal State Relationship, Guides, Interagency Coordination, State Agencies, *Statewide Planning, *Vocational Education

Identifiers—*State Advisory Council on Vocational Education

This resource book provides an overview of how the mission and responsibilities of the State Advisory Council on Vocational Education (SACVE) may best be approached. Based on the thinking of many authorities in the field of occupational education vis-a-vis citizen advisory groups, it analyzes the provisions of the relevant laws in light of congressional intent, and it helps in interpreting the U.S. Office of Education rules and regulations. It is presented as a tool to be used in orientation of new members, as a repository of information on SACVE requirements, and as a source of alternative approaches state advisory councils may use in carrying out their responsibilities. Contents, presented in five chapters, cover (1) the role of the State Advisory Council on Vocational Education; (2) vocational education and related legislation; (3) organization, operation, and independence of SACVE; (4) Council mandates; and (5) relationships with other organizations. A checklist of SACVE responsibilities is appended. (BL)

ED 149 059 CE 014 295

Professional Teacher Education Module Series. Determine Needs and Interests of Students, Module B-1 of Category B--Instructional Planning.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—62p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($3.50)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Data Analysis, *Data Collection, Data Sheets, *Educational Planning, Individualized Curriculum, Learning Activities, Learning Experience, Learning Modules, *Methods, Performance Based Teacher Education, Post Secondary Education, Questionnaires, Secondary Education, Standardized Tests, Student Interests, *Student Needs, Student Records, Teacher Education Curriculum, *Teaching Skills, Vocational Education, *Vocational Interests

This first in a series of six learning modules on instructional planning is designed to assist secondary and postsecondary vocational teachers in becoming familiar with the variety of techniques that can be used to determine their students' needs and interests (particularly vocational), and to give practice in using these skills to obtain information which can help select the most effective learning experiences for students. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, case studies to analyze, model analyses, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional planning are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (TA)

ED 149 060 CE 014 296

Professional Teacher Education Module Series. Develop Student Performance Objectives, Module B-2 of Category B--Instructional Planning.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—59p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($3.50)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Affective Objectives, *Behavioral Objectives, Cognitive Objectives, *Educational Planning, Evaluation Criteria, Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, Performance Based Education, Performance Based Teacher Education, Post Secondary Education, Program Effectiveness, Psychomotor Objectives, Teacher Education Curriculum, *Teaching Skills, Vocational Education, *Writing Skills

This second in a series of six learning modules on instructional planning is designed to give secondary and postsecondary vocational teachers skill in writing student performance objectives which spell out for teachers, students, and prospective employers exactly what is expected of students in the program. It is also intended to give experience in sequencing student performance objectives to ease student learning. The terminal objective for the module is to develop student performance objectives. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the six learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, performance objective writing exercises, model analyses, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional planning are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one of more resource persons/instructors.) (TA)

ED 149 061 CE 014 297

Professional Teacher Education Module Series. Develop a Unit of Instruction, Module B-3 of Category B--Instructional Planning.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—60p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($3.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Course Organization, *Educational Planning, Instructional Design, *Learning Activities, Learning Experience, Learning Modules, Performance Based Education, Performance Based Teacher Education, Post Secondary Education, Secondary Education, Student Participation, Teacher Education Curriculum, *Teaching Skills, Teaching Techniques, *Unit Plan, *Units of Study, *Vocational Education, Writing Skills

This third in a series of six learning modules on instructional planning is designed to give secondary and postsecondary vocational teachers experience in developing each component of the various kinds of instructional units and using them to create a written unit plan for improving instruction. The terminal objective for the module is to develop a unit of instruction. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the five learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, case situations, model unit plans, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional planning are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (TA)

ED 149 062 CE 014 298

Professional Teacher Education Module Series. Develop a Lesson Plan, Module B-4 of Category B--Instructional Planning.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—36p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Behavioral Objectives, Criterion Referenced Tests, *Educational Planning, Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, *Lesson Plans, Performance Based Education, Performance Based Teacher Education, Post Secondary Education, Secondary Education, Teacher Education Curriculum, *Teaching Skills, Teaching Techniques, *Vocational Education

This fourth in a series of six learning modules on instructional planning is designed to help secondary and postsecondary vocational teachers develop skills necessary to write a lesson plan and ability to use a lesson plan form effectively. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, lesson plans to critique, model critiques, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional planning are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (TA)

ED 149 063 CE 014 299

Professional Teacher Education Module Series. Select Student Instructional Materials, Module B-5 of Category B--Instructional Planning.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—35p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Behavioral Objectives, *Educational Planning, Individualized Instruction, *Instructional Materials, Instructional Media, *Learning Activities, Learning Experience, Learning Modules, *Media Selection, Performance Based Teacher Education, Post Secondary Education, Readability Formulas, Reading Level, Secondary Education, Teacher Education Curriculum, *Teaching Skills, *Vocational Education

Identifiers—Flesch Reading Ease Formula

This fifth in a series of six learning modules on instructional planning is designed to give secondary and postsecondary vocational teachers help in selecting and obtaining the kinds of student instructional materials which support the lesson and meet the needs of students with varying reading levels or expertise in the subject matter involved. The terminal objective for the module is to select student instructional materials. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, case studies to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional planning are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (TA)

ED 149 064 CE 014 300

Professional Teacher Education Module Series. Prepare Teacher-Made Instructional Materials, Module B-6 of Category B--Instructional Planning.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—43p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Charts, *Educational Planning, Graphs, *Instructional Materials, Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Post Secondary Education, *Production Techniques, *Reprography, Secondary Education, *Teacher Developed Materials, Teacher Education Curriculum, *Teaching Skills, Transparencies, Visual Aids, Vocational Education

This sixth in a series of six learning modules on instructional planning is designed to give secondary and postsecondary vocational teachers skill in developing and reproducing necessary student instructional materials in the form of handouts and transparencies. The terminal objective for the module is to prepare teacher-made instructional materials. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the five learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, case studies to critique, model critiques, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional planning are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (TA)

ED 149 065 CE 014 301

Professional Teacher Education Module Series. Direct Field Trips, Module C-1 of Category C–Instructional Execution.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—56p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591
Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.90)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Educational Strategies, *Field Instruction, *Field Trips, Group Activities, Individual Activities, Individualized Curriculum, Instructional Trips, *Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Post Secondary Education, Secondary Education, Teacher Education Curriculum, *Teaching Methods, *Teaching Skills, Teaching Techniques, *Vocational Education

This first in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in planning and directing individual and group field trips which will enrich their students' classroom learning experiences, spark their interest in the world of work, and provide concrete, real-world applications of their learning. Introductory sections relate the competency dealt with here to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, case studies to critique, model critiques, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 149 066 CE 014 302

Professional Teacher Education Module Series. Conduct Group Discussions, Panel Discussions, and Symposiums, Module C-2 of Category C–Instructional Execution.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—46p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591
Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Classroom Techniques, *Discussion (Teaching Technique), Discussion Programs, Educational Strategies, Group Discussion, Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Post Secondary Education, Secondary Education, Symposia, Teacher Education Curriculum, *Teaching Methods, *Teaching Skills, Teaching Techniques, *Vocational Education

This second in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in planning for and conducting three classroom discussion techniques: group discussion, panel discussion, and symposium. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the five learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, case studies to critique, model critiques, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 149 067 CE 014 303

Professional Teacher Education Module Series. Employ Brainstorming, Buzz Group, and Question Box Techniques, Module C-3 of Category C–Instructional Execution.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—27p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591
Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($1.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Classroom Techniques, Creative Thinking, Group Activities, Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, *Motivation Techniques, Performance Based Teacher Education, Post Secondary Education, Problem Solving, Productive Thinking, Questioning Techniques, Secondary Education, Spontaneous Behavior, *Student Participation, Teacher Education Curriculum, *Teaching Methods, *Teaching Skills, Teaching Techniques, *Vocational Education
Identifiers—Brainstorming

This third in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in planning for and conducting three teaching techniques (brainstorming, buzz group, and question box techniques) which can create interest in learning and encourage student participation. The terminal objective for the module is to employ these techniques in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, case studies to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 149 068 CE 014 304

Professional Teacher Education Module Series. Direct Students in Instructing Other Students, Module C-4 of Category C–Instructional Execution.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—27p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (instructor's guide), CE 014 532-539, and CE 014 589-591
Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($1.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Classroom Techniques, Demonstrations (Educational), Educational Strategies, Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, *Peer Teaching, Performance Based Teacher Education, Post Secondary Education, Secondary Education, Student Developed Materials, Student Participation, Student Projects, Teacher Education Curriculum, *Teaching Methods, *Teaching Skills, Teaching Techniques, Tutoring, Tutors, *Vocational Education

This fourth in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in training and using students to tutor other students and to make presentations in the classroom. The terminal objective for the module is to direct students in instruction of other students in an actual school situation. Introductory sections relate the competency dealt with here to others in the program and list both the enabling objectives for the

three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, case studies to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 149 069 CE 014 305

Professional Teacher Education Module Series. Employ Simulation Techniques, Module C-5 of Category C-Instructional Execution.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—63p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.90)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Classroom Games, Classroom Techniques, Educational Equipment, Educational Games, Educational Strategies, Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, Management Games, Performance Based Teacher Education, Post Secondary Education, Problem Solving, Role Playing, Secondary Education, *Simulated Environment, *Simulation, Sociodrama, Teacher Education Curriculum, *Teaching Methods, *Teaching Skills, Teaching Techniques, *Vocational Education

This fifth in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers skill in using simulation techniques in teaching to help the students meet lesson objectives and gain the competencies they need to prepare for the real world of work. The terminal objective for the module is to employ simulation techniques in an actual school situation. Introductory sections relate the competency dealt with here to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, planning guides, performance checklists, case studies to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 149 070 CE 014 306

Professional Teacher Education Module Series. Guide Student Study, Module C-6 of Category C-Instructional Execution.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—43p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (instructor's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($3.30)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Activity Learning, *Assignments, Classroom Techniques, Data Sheets, Educational Strategies, Field Experience Programs, Group Activities, Homework, Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, Learning Motivation, Memorizing, Observational Learning, Performance Based Teacher Education, Post Secondary Education, Reading Assignments, Secondary Education, Study, *Study Habits, Teacher Education Curriculum, *Teaching Methods, *Teaching Skills, Teaching Techniques, Textbook Assignments, *Vocational Education

This sixth in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in developing skills for supervising group study designed to help students develop good study habits and skills in making study assignments which motivate students to learn and enrich/extend the classroom lessons. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, case studies to critique, model critiques, performance check lists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 149 071 CE 014 307

Professional Teacher Education Module Series. Direct Student Laboratory Experience, Module C-7 of Category C-Instructional Execution.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—59p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($3.40)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Data Sheets, Educational Facilities, Educational Strategies, Evaluation, Individualized Instruction, Instructional Materials, *Laboratories, Laboratory Equipment, Laboratory Procedures, Laboratory Techniques, *Learning Activities, Learning Experience, Learning Modules, Material Development, Performance Based Teacher Education, Planning, Post Secondary Education, Secondary Education, Supervision, Teacher Education Curriculum, Teacher Responsibility, *Teaching Methods, *Teaching Skills, Teaching Techniques, Training Laboratories, *Vocational Education

This seventh in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers skill in assisting student development of laboratory work plans, in guiding student progress through the use of these plans, and in developing special instructional materials for use in the laboratory, such as job sheets, operation sheets, and information sheets. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, performance checklists, case studies to critique, model critiques and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 field-tested performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 149 072 CE 014 308

Professional Teacher Education Module Series. Direct Students in Applying Problem-Solving Techniques, Module C-8 of Category C-Instructional Execution.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—59p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center,University of Georgia, Athens, Georgia 30602 ($2.70)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Classroom Techniques, Decision Making, Deductive Methods, Educational Strategies, Evaluative Thinking, Information Seeking, Information Sources, *Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Post Secondary Education, *Problem Solving, *Productive Thinking, Secondary Education, Student Motivation, Teacher Education Curriculum, *Teaching Methods, *Teaching Skills, Teaching Techniques, *Vocational Education

This eighth in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers the background knowledge and experience needed to use problem solving as an instructional method in the classroom and laboratory. The terminal objective for the module is to direct students in applying problem-solving techniques in an actual school situation. Introductory sections relate the competency dealt with here to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz with model answers, performance checklists, case studies to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 149 073 CE 014 309

Professional Teacher Education Module Series. Employ the Project Method, Module C-9 of Category C-Instructional Execution.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—43p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($1.80)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Educational Strategies, Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Post Secondary Education, Program Development, Projects, *Project Training Methods, Secondary Education, *Student Projects, Teacher Education Curriculum, *Teaching Methods, *Teaching Skills, Teaching Techniques, *Vocational Education

This ninth in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers assistance in determining how the project method applies to their service area and in planning and implementing this method effectively. The terminal objective for the module is to employ the project method in an actual school situation. Introductory sections relate the competency dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz with model answers, a case study to critique, a model critique, performance check lists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 149 074 CE 014 310

Professional Teacher Education Module Series. Introduce a Lesson, Module C-10 of Category C-Instructional Execution.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—47p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Attention Control, Classroom Techniques, Educational Strategies, Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, Lesson Plans, *Orientation Materials, Performance Based Teacher Education, Planning, Post Secondary Education, Secondary Education, Student Motivation, Teacher Education Curriculum, *Teaching Methods, *Teaching Skills, Teaching Techniques, *Vocational Education

This tenth in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in identifying the elements of a good lesson introduction and skills needed in presenting an interesting introduction which will stimulate student interest in the lesson which is to follow. The terminal objective for the module is to introduce a lesson in an actual school situation. Introductory sections relate the competency dealt with here to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz with model answers, case scripts to rate, model ratings, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 149 075 CE 014 311

Professional Teacher Education Module Series. Summarize a Lesson, Module C-11 of Category C-Instructional Execution.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—43p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($1.50)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Classroom Techniques, Educational Strategies, Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, Lesson Plans, Performance Based Teacher Education, Planning, Post Secondary Education, Review (Reexamination), Secondary Education, Synthesis, Teacher Education Curriculum, *Teaching Methods, *Teaching Skills, Teaching Techniques, *Vocational Education

This eleventh in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in identifying the elements of a good lesson summary and skills needed in presenting an interesting summary that can help ensure the lesson objectives have been accomplished. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz with model answers, a case script to critique, a model critique, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 149 076 CE 014 312

Professional Teacher Education Module Series. Employ Oral Questioning Techniques, Module C-12 of Category C-Instructional Execution.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—43p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.10)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Classroom Techniques, Educational Strategies, Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, Oral Communication Method, Performance Based Teacher Education, Post Secondary Education, *Questioning Techniques, Secondary Education, Student Reaction, Teacher Education Curriculum, Teacher Response, Teaching Methods, *Teaching Skills, *Teaching Techniques, Verbal Communication, *Vocational Education

Identifiers—Blooms Taxonomy of Educational Objectives

This twelfth in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in developing the skills needed to employ oral questioning techniques. Introductory sections relate the competency dealt with here to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz with model answers, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 149 077 CE 014 313

Professional Teacher Education Module Series. Employ Reinforcement Techniques, Module C-13 of Category C-Instructional Execution.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—51p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($3.10)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Classroom Techniques, Educational Strategies, Extinction (Psychology), Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, Motivation, Negative Reinforcement, Nonverbal Communi-

cation, Performance Based Teacher Education, Positive Reinforcement, Post Secondary Education, Punishment, *Reinforcement, Rewards, Secondary Education, Social Reinforcement, *Student Behavior, Teacher Education Curriculum, Teaching Methods, *Teaching Skills, *Teaching Techniques, Verbal Communication, *Vocational Education

This thirteenth in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in understanding the various types and uses of reinforcement techniques and in acquiring skills needed to apply these techniques in their teaching. The terminal objective for the module is to employ reinforcement techniques in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz with model answers, a critique form, performance checklists, case situations to analyze with model answers, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 field-tested performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 149 078 CE 014 314

Professional Teacher Education Module Series. Provide Instruction for Slower and More Capable Learners, Module C-14 of Category C-Instructional Execution.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—31p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($1.60)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Advanced Students, Classroom Techniques, Educational Strategies, Individualized Curriculum, Individualized Instruction, Individual Needs, *Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Post Secondary Education, Program Planning, Secondary Education, *Slow Learners, Student Ability, Student Characteristics, Teacher Education Curriculum, *Teaching Methods, *Teaching Skills, Teaching Techniques, *Vocational Education

This fourteenth in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in understanding the unique learning characteristics of different groups of students and in planning instruction so that the specific needs of slower and more capable learners can be adequately met. Introductory sections relate the competencies deal with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz with model answers, a planning checklist, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 149 079 CE 014 315

Professional Teacher Education Module Series. Present an Illustrated Talk, Module C-15 of Category C-Instructional Execution.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—47p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.40)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Classroom Techniques, Communication Skills, Educational Strategies, *Illustrations, *Learning Activities, Learning Experience, Learning Modules, *Lecture, Performance Based Teacher Education, Post Secondary Education, Secondary Education, Teacher Education Curriculum, Teaching Methods, *Teaching Skills, *Teaching Techniques, Verbal Communication, Visual Aids, *Vocational Education

This fifteenth in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in identifying and using techniques that will improve their ability to communicate verbally with students. The terminal objective for the module is to present an illustrated talk in an actual school situation. Introductory sections relate the competency dealt with here to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz with model answers, a case script to critique, a critique form, a model critique, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 149 080 CE 014 316

Professional Teacher Education Module Series. Demonstrate a Manipulative Skill, Module C-16 of Category C-Instructional Execution.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—39p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.40)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Classroom Techniques, *Demonstrations (Educational), Educational Strategies, *Learning Activities, Learning Experience, Learning Modules, Lesson Plans, *Manipulative Materials, Performance Based Teacher Education, Post Secondary Education, Secondary Education, Task Performance, Teacher Education Curriculum, *Teaching Methods, *Teaching Skills, Teaching Techniques, *Vocational Education

This sixteenth in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in developing the competencies needed to prepare for and demonstrate manipualtive skills required of students in a particular occupational area. The terminal objective for the module is to demonstrate a manipulative skill in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz with model answers, performance check lists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 149 081 CE 014 317

Professional Teacher Education Module Series. Demonstrate a Concept or Principle, Module C-17 of Category C-Instructional Execution.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—55p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.30)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Abstract Reasoning, Classroom Techniques, Cognitive Processes, Concept Formation, *Demonstrations (Educational), Generalization, *Learning Activities, Learning Experience, Learning Modules, Lesson Plans, Performance Based Teacher Education, Post Secondary Education, Secondary Education, Teacher Education Curriculum, *Teaching Methods, *Teaching Skills, Teaching Techniques, *Vocational Education

This seventeenth in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in developing competencies needed in demonstrating a concept or principle. The terminal objective for the module is to demonstrate a concept or principle in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz with model answers, a model script to critique, a model critique, a demonstration plan sheet, performance check lists, and the teacher performance

assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 149 082 CE 014 318

Professional Teacher Education Module Series. Individualize Instruction, Module C-18 of Category C-Instructional Execution.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—51p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($3.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Class Management, Classroom Techniques, *Curriculum Planning, Educational Strategies, Individualized Curriculum, *Individualized Instruction, Instructional Design, *Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Post Secondary Education, Secondary Education, Student Evaluation, Student Role, Teacher Education Curriculum, Teacher Role, *Teaching Methods, *Teaching Skills, Teaching Techniques, *Vocational Education

This eighteenth in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in recognizing significant differences among students and in individualizing the instruction to reflect these differences. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the five learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz with model answers, planning checklists, a case study to critique, a model critique, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 149 083 CE 014 319

Professional Teacher Education Module Series. Employ the Team Teaching Approach, Module C-19 of Category C-Instructional Execution.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—29p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($1.50)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Classroom Techniques, Cooperative Teaching, Educational Strategies, Grouping (Instructional Purposes), Group Structure, Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, Lesson Plans, Performance Based Teacher Education, Planning, Post Secondary Education, Secondary Education, Teacher Education Curriculum, *Teaching Methods, *Teaching Skills, Teaching Techniques, Team Administration, *Team Teaching, Teamwork, *Vocational Education

This nineteenth in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in developing the attitudes and competencies necessary to be an effective member of a teaching team. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz with model answers, a list of questions designed to evaluate a team teaching lesson plan, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 149 084 CE 014 320

Professional Teacher Education Module Series. Use Subject Matter Experts to Present Information, Module C-20 of Category C-Instructional Execution.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—39p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.40)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Classroom Techniques, Community Consultants, Community Leaders, Community Resources, Consultants, Educational Strategies, *Human Resources, Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Post Secondary Education, Professional Personnel, *Resource Teachers, Secondary Education, Specialists, Teacher Education Curriculum, *Teaching Methods, *Teaching Skills, Teaching Techniques, Technical Assistance, *Vocational Education

This twentieth in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in locating and evaluating community resources, determining when and how to use a subject matter expert in the vocational program, and conducting a presentation session in which a subject matter expert is involved. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz with model answers, performance check lists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 149 085 CE 014 321

Professional Teacher Education Module Series. Prepare Bulletin Boards and Exhibits, Module C-21 of Category C-Instructional Execution.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—47p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.50)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Bulletin Boards, Centers of Interest, Classroom Techniques, Educational Strategies, *Exhibits, Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Post Secondary Education, Secondary Education, Teacher Developed Materials, Teacher Education Curriculum, *Teaching Methods, *Teaching Skills, Teaching Techniques, Visual Aids, *Vocational Education

This twenty-first in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers skill and experience in preparing bulletin boards and exhibits in the classroom. The terminal objective for the module is to prepare bulletin boards and exhibits in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz with model answers, performance check lists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 149 086 CE 014 322

Professional Teacher Education Module Series. Present Information with Models, Real Objects, and Flannel Boards, Module C-22 of Category C-Instructional Execution.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education

(DHEW), Washington, D.C.
Pub Date—77
Note—51p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591
Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.20)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Audiovisual Instruction, Classroom Techniques, Display Panels, Educational Strategies, Instructional Aids, *Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Post Secondary Education, Secondary Education, Teacher Education Curriculum, *Teaching Methods, *Teaching Skills, Teaching Techniques, *Three Dimensional Aids, Visual Aids, *Vocational Education

This twenty-second in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in understanding the various ways in which flannel boards, models, or real objects can be used to illustrate lessons and help in selecting the device which will be the most effective in their lessons. Introductory sections relate the competency to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz with model answers, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 149 087 CE 014 323

Professional Teacher Education Module Series. Present Information with Overhead and Opaque Materials, Module C-23 of Category C-Instructional Execution.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—55p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Audiovisual Instruction, Classroom Techniques, Educational Strategies, Equipment Utilization, Individualized Curriculum, Instructional Aids, *Learning Activities, Learning Experience, Learning Modules, *Overhead Projectors, Performance Based Teacher Education, Post Secondary Education, *Projection Equipment, Secondary Education, Teacher Education Curriculum, *Teaching Methods, *Teaching Skills, Teaching Techniques, Transparencies, Visual Aids, *Vocational Education

This twenty-third in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in operating overhead and opaque project equipment and in using overhead and opaque materials to present information in the classroom or laboratory. The terminal objective for the module is to present information with overhead and/or opaque materials in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz with model answers, worksheets, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

ED 149 088 CE 014 324

Professional Teacher Education Module Series. Present Information with Filmstrips and Slides, Module C-24 of Category C-Instructional Execution.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—54p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591
Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.80)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Audiovisual Instruction, Classroom Techniques, Educational Strategies, Equipment Utilization, Filmstrip Projectors, *Filmstrips, Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Post Secondary Education, Projection Equipment, Secondary Education, *Slides, Teacher Education Curriculum, *Teaching Methods, *Teaching Skills, Teaching Techniques, Visual Aids, *Vocational Education

This twenty-fourth in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in developing the competencies needed to operate filmstrip and slide equipment and to present information effectively by using filmstrips and slides. The terminal objective for the module is to present information with filmstrips and slides in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, worksheets, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 149 089 CE 014 325

Professional Teacher Education Module Series. Present Information with Films, Module C-25 of Category C-Instructional Execution.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—39p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591
Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.20)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Audiovisual Aids, Audiovisual Instruction, Classroom Techniques, Educational Strategies, Equipment Utilization, *Films, Individualized Curriculum, Instructional Aids, *Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Post Secondary Education, *Projection Equipment, Secondary Education, Teacher Education Curriculum, *Teaching Methods, *Teaching Skills, Teaching Techniques, *Vocational Education

This twenty-fifth in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in developing the competencies needed to operate film equipment and to use films in presenting information in the classroom or laboratory. The terminal objective for the module is to present information with films in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, worksheets, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 149 090 CE 014 326

Professional Teacher Education Module Series. Present Information with Audio Recordings, Module C-26 of Category C-Instructional Execution.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—52p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591
Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.90)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Audio Equipment, Classroom Techniques, Educational Strategies, *Equipment Utilization, Individualized Curriculum, Instructional Aids, *Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Phonograph Records, Phonotape Re-

cordings, Post Secondary Education, Secondary Education, Tape Recorders, Tape Recordings, Teacher Education Curriculum, *Teaching Methods, *Teaching Skills, Teaching Techniques, *Vocational Education

This twenty-sixth in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in developing the competencies needed to operate record players and tape recorders and to use this equipment effectively in presenting information. The terminal objective for the module is to present inFormation with audio recordings in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the five learning experiences and the resources required. Materials in the learning experiences include required reading, worksheets, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 field-tested performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 149 091 CE 014 327

Professional Teacher Education Module Series. Present Information with Televised and Videotaped Materials, Module C-27 of Category C-Instructional Execution.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—39p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.30)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Audio Equipment, Audiovisual Aids, Audio Visual Instruction, Broadcast Reception Equipment, Classroom Techniques, Educational Strategies, Equipment Utilization, Film Production, Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Photographic Equipment, Post Secondary Education, Projection Equipment, Secondary Education, Tape Recordings, Teacher Education Curriculum, *Teaching Methods, *Teaching Skills, Teaching Techniques, *Television, Video Cassette Systems, Video Equipment, *Video Tape Recordings, *Vocational Education

This twenty-seventh in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in developing the competencies needed to operate videotape recording equipment and to use television and videotape productions in the classroom or laboratory effectively. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, worksheets, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 field-tested performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 149 092 CE 014 328

Professional Teacher Education Module Series. Employ Programmed Instruction, Module C-28 of Category C-Instructional Execution.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—51p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($4.20)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Autoinstructional Aids, Branching, Classroom Techniques, Computer Assisted Instruction, Educational Strategies, Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, Linear Programing, Optional Branching, Performance Based Teacher Education, Post Secondary Education, *Programed Instruction, Programed Materials, Programed Texts, Secondary Education, Simulation, Task Performance, Teacher Education Curriculum, Teaching Machines, *Teaching Methods, *Teaching Skills, Teaching Techniques, *Vocational Education

This twenty-eighth in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in developing the skills needed to plan for and use programmed instruction, either in the form of written texts or through teaching machines. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz with model answers, performance checklists, case studies to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 149 093 CE 014 329

Professional Teacher Education Module Series. Present Information with the Chalkboard and Flip Chart, Module C-29 of Category C-Instructional Execution.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—55p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($3.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Chalkboards, *Charts, Classroom Techniques, Diagrams, Display Panels, Educational Strategies, Illustrations, Individualized Curriculum, Instructional Aids, *Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Post Secondary Education, Secondary Education, Teacher Developed Materials, Teacher Education Curriculum, Teaching Methods, *Teaching Skills, *Teaching Techniques, Visual Aids, *Vocational Education

This twenty-ninth in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in developing the competencies needed to prepare and use chalkboards and flip charts in presenting information or illustrating lessons. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz with model answers, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 149 094 CE 014 330

Professional Teacher Education Module Series. Establish Student Performance Criteria, Module D-1 of Category D-Instructional Evaluation.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—27p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.80)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Academic Achievement, Behavioral Objectives, Course Evaluation, Effective Teaching, *Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, *Performance Criteria, *Performance Factors, Post Secondary Education, Secondary Education, *Student Evaluation, Teacher Education Curriculum, *Teaching Skills, *Vocational Education

This first in a series of six learning modules on instructional evaluation is designed to give secondary and postsecondary vocational teachers help in identifying and establishing the criteria for student performance and relating these criteria to other steps in the instructional process. The terminal objective for the module is to establish student performance criteria while working in an actual school situation. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quiz, model answers, case study to critique, model critique, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules

on instructional evaluation are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (EM)

ED 149 095 CE 014 331

Professional Teacher Education Module Series. Assess Student Performance: Knowledge, Module D-2 of Category D–Instructional Evaluation.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—59p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.80)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Academic Achievement, Behavioral Objectives, Cognitive Measurement, *Cognitive Tests, Knowledge Level, *Learning Activities, Learning Experience, Learning Modules, Objective Tests, Performance Based Teacher Education, Post Secondary Education, Secondary Education, *Student Evaluation, Teacher Education Curriculum, *Teaching Skills, *Test Construction, Testing, *Vocational Education

This second in a series of six learning modules on instructional evaluation is designed to give secondary and postsecondary vocational teachers help in assessing student performance as it relates to knowledge of the facts, data, related information, and procedures taught in their vocational courses. The terminal objective for the module is to assess student cognitive (knowledge) performance in an actual school situation. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the nine learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quiz, model answers, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional evaluation are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (EM)

ED 149 096 CE 014 332

Professional Teacher Education Module Series. Assess Student Performance: Attitudes, Module D-3 of Category D–Instructional Evaluation.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—37p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.40)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Academic Achievement, *Affective Behavior, Affective Objectives, *Affective Tests, Behavioral Objectives, Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Post Secondary Education, Secondary Education, *Student Evaluation, Teacher Education Curriculum, *Teaching Skills, *Test Construction, Testing, Vocational Education

This third in a series of six learning modules on instructional evaluation is designed to give secondary and postsecondary vocational teachers help in evaluating student affective performance and developing items and/or devices for assessing affective performance. The terminal objective for the module is to assess student affective (attitudes) performance in an actual school situation. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quiz, model answers, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional evaluation are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (EM)

ED 149 097 CE 014 333

Professional Teacher Education Module Series. Assess Student Performance: Skills, Module D-4 of Category D–Instructional Evaluation.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—32p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($1.60)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Academic Achievement, Behavioral Objectives, Criterion Referenced Tests, Individualized Curriculum, Job Skills, *Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Post Secondary Education, Psychomotor Objectives, *Psychomotor Skills, Secondary Education, Skill Development, *Student Evaluation, Teacher Education Curriculum, *Teaching Skills, *Test Construction, Testing, *Vocational Education

This fourth in a series of six learning modules on instructional evaluation is designed to give secondary and postsecondary vocational teachers help in devising and administering evaluation devices for assessing student performance in an occupational skills area. The terminal objective for the module is to assess student psychomotor (skills) performance in an actual school situation. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quiz, model answers, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional evaluation are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (EM)

ED 149 098 CE 014 334

Professional Teacher Education Module Series. Determine Student Grades, Module D-5 of Category D–Instructional Evaluation.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—40p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Academic Achievement, Behavioral Objectives, Criterion Referenced Tests, Grades (Scholastic), *Grading, Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Post Secondary Education, Secondary Education, *Student Evaluation, Teacher Education Curriculum, *Teaching Skills, *Vocational Education

This fifth in a series of six learning modules on instructional evaluation is designed to give secondary and postsecondary vocational teachers help in developing a basis for assigning grades to students and devising efficient procedures for arriving at these grades. The terminal objective for the module is to determine student grades in an actual school situation. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quiz, model answers, case studies to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional evaluation are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (EM)

ED 149 099 CE 014 335

Professional Teacher Education Module Series. Evaluate Your Instructional Effectiveness, Module D-6 of Category D–Instructional Evaluation.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77
Note—34p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539 and CE 014 589-591
Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($1.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Behavioral Objectives, Criterion Referenced Tests, *Effective Teaching, Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, Peer Evaluation, Performance Based Teacher Education, Post Secondary Education, Secondary Education, Student Evaluation of Teacher Performance, Teacher Education Curriculum, *Teacher Evaluation, *Teaching Skills, *Vocational Education
This last in a series of six learning modules on instructional evaluation is designed to give secondary and postsecondary vocational teachers help in identifying the sources and techniques needed in order to plan a method of teacher evaluation which is logical, usable, and capable of improving teaching performance on a continuing basis. The terminal objective for the module is to evaluate your instructional effectiveness in an actual school situation. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, case study to critique, model critique, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional evaluation are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (EM)

ED 149 100 CE 014 336
Professional Teacher Education Module Series. Project Instructional Resource Needs, Module E-1 of Category E–Instructional Management.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—31p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539 and CE 014 589-591
Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($1.70)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Behavioral Objectives, Classroom Materials, Criterion Referenced Tests, Educational Equipment, Educational Resources, *Instructional Materials, *Learning Activities, Learning Experience, Learning Modules, Management, Post Secondary Education, *Program Administration, *Program Planning, Secondary Education, Teacher Education Curriculum, Teacher Responsibility, *Teaching Skills, *Vocational Education
This first in a series of nine learning modules on instructional management is designed to give secondary and postsecondary vocational teachers help in acquiring skills necessary to develop a systematic approach to the task of projecting and acquiring instructional tools, materials, and supplies. The terminal objective for the module is to project instructional resource needs in an actual school setting. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include information sheets, a projected supply needs form, a self-check quiz, model answers, a case study to critique model critique, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional management are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BL)

ED 149 101 CE 014 337
Professional Teacher Education Module Series. Manage Your Budgeting and Reporting Responsibilities, Module E-2 of Category E–Instructional Management.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—56p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591
Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Accountability, Behavioral Objectives, Educational Finance, Expenditures, *Learning Activities, Learning Experience, Learning Modules, Post Secondary Education, *Program Administration, *Program Budgeting, Program Costs, Program Planning, *Recordkeeping, Records (Forms), Secondary Education, Teacher Education Curriculum, Teacher Responsibility, *Teaching Skills, *Vocational Education
This second in a series of nine learning modules on instructional management is designed to give secondary and postsecondary vocational teachers general information and basic principles concerning responsibilities in handling and reporting financial matters. It also describes some generally useful procedures and forms for recordkeeping. Introductory sections relate the competency dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include information sheets, twelve sample forms (accompanied by descriptive information) used in budgeting and recordkeeping, e.g., request for authorization for out-of-state travel, departmental purchase order, budget request), a self-check quiz, model answers, case studies to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional management are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BL)

ED 149 102 CE 014 338
Professional Teacher Education Module Series. Arrange for Improvement of Your Vocational Facilities, Module E-3 of Category E–Instructional Management.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—29p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591
Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Classrooms, Educational Equipment, Educational Facilities, Facility Expansion, *Facility Improvement, Facility Planning, Facility Requirements, *Learning Activities, Learning Experience, Learning Modules, Post Secondary Education, *Program Administration, School Shops, Secondary Education, Study Facilities, Teacher Education Curriculum, *Teaching Skills, *Vocational Education
This third in a series of nine learning modules on instructional management is designed to help secondary and postsecondary vocational teachers achieve competence in arranging to improve vocational facilities by (1) evaluating present resources, (2) identifying need for improvement, (3) obtaining and reporting information about technological innovation that affects facilities, and (4) using information gathered in the preparation of plans to improve facilities. Introductory sections relate the competency to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include information sheets, a vocational facilities checklist, a self-check quiz, model answers, a case study critique, a model critique, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional management are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BL)

ED 149 103 CE 014 339
Professional Teacher Education Module Series. Maintain a Filing System, Module E-4 of Category E–Instructional Management.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—35p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591
Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.40)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Behavioral Objectives, Criterion Referenced Tests, Equipment, *Filing, Individualized Curriculum, Information Processing, *Information Storage, *Learning Activities, Learning Experience, Learning Modules, Post Secondary Education, *Program Administration, Secondary

Education, Student Records, Teacher Education Curriculum, Teacher Responsibility, *Teaching Skills, *Vocational Education

This fourth in a series of nine learning modules on instructional management is designed to give secondary and postsecondary vocational teachers skill in adapting or devising, and maintaining a filing system that will most effectively meet their needs. The terminal objective for the module is to maintain a filing system while working in an actual school situation. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include information sheets, a self-check quiz, model answers, a planning checklist, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional management are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BL)

ED 149 104 CE 014 340

Professional Teacher Education Module Series. Provide for Student Safety, Module E-5 of Category E-Instructional Management.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—51p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.80)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Accident Prevention, Agencies, Behavioral Objectives, Criterion Referenced Tests, Individualized Curriculum, Injuries, Laboratory Safety, *Learning Activities, Learning Experience, Learning Modules, Post Secondary Education, *Program Administration, *Safety Education, *Safety Equipment, School Safety, Secondary Education, Student Responsibility, Teacher Education Curriculum, Teacher Responsibility, *Teaching Skills, *Vocational Education

This fifth in a series of nine learning modules on instructional management is designed to assist secondary and postsecondary vocational teachers in providing for safety needs of students, in developing safety skills and attitudes in students, and in implementing effective safety practices. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, safety record forms, a self-check quiz, model answers, safety handbook checklist, demonstration/supervision checklists, case studies, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional management are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BL)

ED 149 105 CE 014 341

Professional Teacher Education Module Series. Provide for the First Aid Needs of Students, Module E-6 of Category E-Instructional Management.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—33p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($1.70)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Accident Prevention, Behavioral Objectives, Emergency Programs, *First Aid, Individualized Curriculum, Injuries, Laboratory Safety, *Learning Activities, Learning Experience, Learning Modules, Post Secondary Education, *Program Administration, *Program Planning, Safety Equipment, School Accidents, School Safety, Secondary Education, Teacher Education Curriculum, Teacher Responsibility, *Teaching Skills, *Vocational Education

This sixth in a series of nine learning modules on instructional management is designed to assist secondary and postsecondary vocational teachers in establishing and maintaining a procedure for attending to the basic first aid needs of students. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the learning experiences and the resources required. Materials in the learning experiences include required reading, a student accident report form, a self-check quiz, model answers, a first aid planning checklist, case studies, an emergency first aid care checklist, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional management are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training (on an individual or group basis) of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers.) (BL)

ED 149 106 CE 014 342

Professional Teacher Education Module Series. Assist Students in Developing Self-Discipline, Module E-7 of Category E-Instructional Management.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—39p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Behavioral Objectives, *Class Management, Classroom Environment, *Classroom Techniques, *Discipline, Discipline Policy, Learning Activities, Learning Experience, Learning Modules, Post Secondary Education, *Program Administration, Secondary Education, Self Control, Student Attitudes, Student Behavior, *Student Development, Student Teacher Relationship, Teacher Education Curriculum, Teacher Responsibility, *Teaching Skills, Vocational Education

This seventh in a series of nine learning modules on instructional management is designed to assist secondary and postsecondary vocational teachers in identifying and using classroom procedures to develop self-discipline in students, and in developing the type of environment which allows learning to take place. The terminal objective for the module is to assist students in developing self-discipline in an actual school situation. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz and a model answer, class rules, a rules guidelines checklist, case studies, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional management are part of a larger series of 100 field-tested performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (SH)

ED 149 107 CE 014 343

Professional Teacher Education Module Series. Organize the Vocational Laboratory, Module E-8 of Category E-Instructional Management.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—43p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30601 ($2.70)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Classroom Arrangement, Classroom Environment, Facility Expansion, Facility Improvement, Facility Planning, Flexible Classrooms, Learning Activities, Learning Experience, *Learning Laboratories, Learning Modules, *Organization, Post Secondary Education, *Program Administration, *School Shops, School Space, Secondary Education, *Space Utilization, Teacher Education Curriculum, Teaching Skills, *Vocational Education

This eighth in a series of nine learning modules on instructional management is designed to assist secondary and postsecondary vocational teachers in becoming competent in organizing the vocational laboratory (including planning, designing, arranging, setting up, remodeling, renovating, and expanding the learning facility). Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, a table showing recommended laboratory space for selected occupational programs, laboratory plan drawings, a self-check quiz, model answers, a vocational laboratory observation checklist, a laboratory planning checklist, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional management are part of a larger series of 100 field-tested performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training

of teachers in all occupational areas. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BL)

ED 149 108 CE 014 344

Professional Teacher Education Module Series. Manage the Vocational Laboratory, Module E-9 of Category E–Instructional Management.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—63p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($3.80)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Classroom Environment, Equipment Maintenance, Facility Inventory, *Laboratory Equipment, *Learning Activities, Learning Experience, Learning Modules, *Management, Post Secondary Education, *Program Administration, *School Shops, Secondary Education, Student Participation, Student Records, Teacher Education Curriculum, Teacher Responsibility, Teaching Skills, *Vocational Education

This ninth in a series of nine learning modules on instructional management is designed to give secondary and postsecondary vocational teachers skill in managing and maintaining a laboratory in an ongoing program. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the six learning experiences and the resources required. Materials in the learning experiences include required reading, a student progress chart, a self-check quiz, a critique, model answers, inventory and maintenance record forms, a maintenance systems checklist, an assignment wheel, a student personnel system checklist, a laboratory observation checklist, a laboratory management planning checklist, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional management are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BL)

ED 149 109 CE 014 345

Professional Teacher Education Module Series. Gather Student Data Using Formal Data-Collection Techniques, Module F-1 of Category F–Guidance.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—51p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591 ; Some parts of the document may not reproduce clearly

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.70)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Behavioral Objectives, Case Records, *Data Collection, Evaluation Methods, Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, *Occupational Guidance, Performance Based Teacher Education, Post Secondary Education, Secondary Education, Student Evaluation, *Student Records, Teacher Education Curriculum, *Teaching Skills, *Vocational Education

This first in a series of five learning modules on guidance is designed to give secondary and postsecondary vocational teachers help in developing competency in gathering information about students through the use of the following data-collection techniques: cumulative records, anecdotal records, sociograms, student autobiographies, and standardized tests. The terminal objective for the module is to use the formal data-collection techniques in gathering student data in an actual school situation. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, case studies, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on guidance are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

ED 149 110 CE 014 346

Professional Teacher Education Module Series. Gather Student Data Through Personal Contacts, Module F-2 of Category F–Guidance.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—38p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591 ; Some parts of the document may not reproduce clearly

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Conferences, *Data Collection, Evaluation Methods, Information Sources, *Learning Activities, Learning Experience, Observation, *Occupational Guidance, Performance Based Teacher Education, Post Secondary Education, Secondary Education, *Student Evaluation, Student Teacher Relationship, Teacher Education Curriculum, *Teaching Skills, *Vocational Education, Vocational Education Teachers

This second in a series of five learning modules on guidance is designed to give secondary and postsecondary vocational teachers help in identifying the types of student data that can be gathered through personal contacts and in developing skill in planning for and gathering appropriate data. The terminal objective for the module is to gather student data through personal contacts in an actual school situation. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, case scripts to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on guidance are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

ED 149 111 CE 014 347

Professional Teacher Education Module Series. Use Conferences To Help Meet Student Needs, Module F-3 of Category F–Guidance.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—43p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591 ; Some parts of the document may not reproduce clearly

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.40)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Conferences, *Learning Activities, Learning Experience, *Occupational Guidance, Performance Based Teacher Education, Post Secondary Education, Secondary Education, Teacher Education Curriculum, *Teaching Skills, *Vocational Education

This third in a series of five learning modules on guidance is designed to give secondary and postsecondary vocational teachers skills needed to (1) plan effective student conferences, (2) create a supportive environment and display the kind of attitude that will foster communication and promote useful results, (3) help students identify and clarify problems or concerns, consider alternatives, plan possible solutions, and (4) recognize problems that need to be referred. The terminal objective for the module is to use conferences to help meet student needs in an actual school situation. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, case scripts to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on guidance are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

ED 149 112 CE 014 348

Professional Teacher Education Module Series. Provide Information on Educational and Career Opportunities, Module F-4 of Category F–Guidance.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—43p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591 ; Some parts of the document may not reproduce clearly
Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.20)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Behavioral Objectives, Career Opportunities, Criterion Referenced Tests, Educational Opportunities, Individualized Curriculum, Information Dissemination, *Learning Activities, Learning Experience, *Occupational Guidance, Occupational Information, Performance Based Teacher Education, Post Secondary Education, Secondary Education, Teacher Education Curriculum, *Teaching Skills, *Vocational Education
This fourth in a series of five learning modules on guidance is designed to give secondary and postsecondary vocational teachers help in developing the skills which will enable them to plan and present activities which provide students with adequate information on educational and career opportunities. The terminal objective for the module is to provide information on educational and career opportunities in an actual school situation. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quiz and model answers, presentation checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on guidance are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

ED 149 113 CE 014 349

Professional Teacher Education Module Series. Assist Students in Applying for Employment or Further Education, Module F-5 of Category F–Guidance.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—59p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591; Some parts of the document may not reproduce clearly
Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.60)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Behavioral Objectives, Criterion Referenced Tests, Employment Interviews, Individualized Curriculum, *Job Application, *Learning Activities, Learning Experience, *Letters (Correspondence), *Occupational Guidance, Performance Based Teacher Education, Post Secondary Education, Secondary Education, Teacher Education Curriculum, *Teaching Skills, *Vocational Education
This fifth in a series of five learning modules on guidance is designed to give secondary and postsecondary vocational teachers skill in helping students develop their job application skills and skill in preparing well-written letters of recommendation for students. The terminal objective for the module is to assist students in applying for employment or further education, in an actual school situation. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading; self-check quiz with model answers; model letters, application forms, resumes; job interview scripts; planning checklist; and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on guidance are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

ED 149 114 CE 014 350

Professional Teacher Education Module Series. Develop a Personal Philosophy Concerning Student Vocational Organizations, Module H-1 of Category H–Student Vocational Organization.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—27p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591 ; Some parts of the document may not reproduce clearly
Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($1.30)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Adolescence, Educational Objectives, *Educational Philosophy, *Goal Orientation, *Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Personal Values, Post Secondary Education, Secondary Education, Student Motivation, Student Needs, *Student Organizations, Teacher Education Curriculum, *Teaching Skills, *Vocational Education, Youth Clubs
This first in a series of six learning modules on student vocational organizations is designed to help secondary and postsecondary vocational teachers develop a rationale for a vocational youth organization and a knowledge of how to use youth activities to motivate student learning. The terminal objective for the module is to develop and demonstrate a personal philosophy concerning student vocational organizations. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, rationale checklist, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on student vocational organizations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (SH)

ED 149 115 CE 014 351

Professional Teacher Education Module Series. Establish a Student Vocational Organization, Module H-2 of Category H–Student Vocational Organization.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—36p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591 ; Some parts of the document may not reproduce clearly
Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($1.80)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Administrative Policy, *Learning Activities, Learning Experience, Learning Modules, National Organizations, Orientation, Parent Teacher Cooperation, Performance Based Teacher Education, Planning Meetings, Policy Formation, Post Secondary Education, *Program Administration, *Program Development, School Involvement, Secondary Education, State Programs, *Student Organizations, Teacher Education Curriculum, Teacher Role, *Teaching Skills, *Vocational Education, Youth Clubs
Identifiers—Bylaws, Constitutions
This second in a series of six learning modules on student vocational organizations is designed to assist secondary and postsecondary vocational teachers in establishing or upgrading a student organization or club. The terminal objective for the module is to establish a student vocational organization. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading (covering various aspects of developing an organization, e.g., guidelines for constitutions and by laws), self-check quizzes, model answers, case studies to critique, model critiques and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on student vocational organizations are part of a larger field-tested series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers.) (SH)

ED 149 116 CE 014 352

Professional Teacher Education Module Series. Prepare Student Vocational Organization Members for Leadership Roles, Module H-3 of Category H–Student Vocational Organization.

Ohio State Univ., Columbus. National Center for Research in Vocational Education
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—31p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591 ; Some parts of the document may not reproduce clearly
Available from—American Association for Voca-

tional Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($1.70)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Communications, Elections, Leadership Qualities, Leadership Responsibility, *Leadership Training, *Learning Activities, Learning Experience, Learning Modules, Merit Rating Programs, National Organizations, Performance Based Teacher Education, Post Secondary Education, Secondary Education, Skills, State Programs, Student Development, *Student Leadership, *Student Organizations, Student Participation, Teacher Education Curriculum, *Teaching Skills, *Vocational Education

This third in a series of six learning modules on student vocational organizations is designed to assist the secondary or postsecondary vocational teacher in understanding and carrying out responsibilities as a student vocational organization advisor. Some of the responsibilities covered are assisting in the election and installation of officers and conducting leadership training sessions for officers. The terminal objective for the module is to prepare student vocational organization members for leadership roles. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, information on national student vocational organizations, self-check quizzes, model answers, case studies to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on student vocational organizations are part of a larger field-tested series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas.) (SH)

ED 149 117 CE 014 353

Professional Teacher Education Module Series. Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities, Module H-4 of Category H–Student Vocational Organization.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—35p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591 ; Some parts of the document may not reproduce clearly

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($1.80)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Behavioral Objectives, *Cocurricular Activities, Criterion Referenced Tests, Group Activities, Guides, Individualized Curriculum, Learning Activities, Learning Experience, Learning Modules, Material Development, Money Management, Performance Based Teacher Education, Post Secondary Education, *Program Budgeting, Program Development, Program Planning, Scheduling, Secondary Education, *Student Organizations, *Student Participation, Teacher Education Curriculum, *Teaching Skills, *Vocational Education

This fourth in a series of six learning modules on student vocational organizations is designed to assist secondary and postsecondary vocational teachers in developing the competency to assist students in planning a student organization's (or club's) yearly program of activities, in properly managing organization finances, in selecting fund-raising events, and in producing an annual chapter handbook. Introductory sections relate the competency to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, case studies to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on student vocational organizations are part of a larger field-tested series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. (SH)

ED 149 118 CE 014 354

Professional Teacher Education Module Series. Supervise Activities of the Student Vocational Organization, Module H-5 of Category H–Student Vocational Organization.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—35p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591 ; Some parts of document may not reproduce clearly

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($1.80)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Cocurricular Activities, *Learning Activities, Learning Experience, Learning Modules, Material Development, Performance Based Teacher Education, Post Secondary Education, *Program Evaluation, Public Relations, Reference Materials, Reports, Secondary Education, *Student Organizations, Supervision, *Supervisory Activities, Teacher Education Curriculum, *Teaching Skills, *Vocational Education

This fifth in a series of six learning modules on student vocational organizations is designed to assist secondary and postsecondary vocational teachers in developing additional supervision and management techniques needed to ensure that the student vocational organization is functioning smoothly and effectively. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading (covering supervision and evaluation), self-check quizzes, model answers, a case study, model critique, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on student vocational organizations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (SH)

ED 149 119 CE 014 355

Professional Teacher Education Module Series. Guide Participation in Student Vocational Organization Contests, Module H-6 of Category H–Student Vocational Organization.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—31p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591 ; Some parts of the document may not reproduce clearly

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($1.60)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Cocurricular Activities, Evaluation Criteria, Guidelines, Individualized Curriculum, Learning Activities, Learning Experience, Learning Modules, National Organizations, National Programs, Performance Based Teacher Education, Planning, Post Secondary Education, Secondary Education, State Programs, Student Motivation, *Student Organizations, *Student Participation, Teacher Education Curriculum, *Teaching Skills, *Vocational Education, Youth Clubs

Identifiers—*Contests

This sixth in a series of six learning modules on student vocational organizations is designed to assist secondary and postsecondary vocational teachers in understanding and using contests to promote student growth. The terminal objective for the module is to guide participation in student vocational organization contests. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading (covering descriptions of six national student organizations, with focus on the contests and recognition activities offered by each organization), self-check quizzes, model answers, case studies to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objectives. (The modules on student vocational organizations are part of a larger field-tested series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas.) (SH)

ED 149 120 CE 014 358

Professional Teacher Education Module Series. Student Guide...to Using Performance-Based Teacher Education Materials.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—20p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591 ; Some parts of the document may not reproduce clearly

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($0.70)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Definitions, Individualized Curriculum, Inservice Teacher Education, *Learning Modules, *Performance Based Teacher Education, Post Secondary Education, Preservice Education, Secondary Education, Student Evaluation,

*Teacher Education Curriculum, *Teaching Skills, *Vocational Education, Vocational Education Teachers

Organized in question and answer format, this guide is designed to orient both preservice and in-service vocational teachers to performance-based teacher education (PBTE) materials developed by the Ohio State University Center for Vocational Education. The materials are described as a series of 100 modularized learning packages focusing upon the specific professional competencies needed by vocational teachers in all vocational service areas and occupational specialties. Part 1 defines performance-based teacher education in general. Part 2 briefly outlines the rationale and development of the 100-module PBTE series and its research base. Part 3 describes the modules, each of which contains background knowledge, application and/or practice activities, and an opportunity to demonstrate the competency involved in a classroom setting. Suggestions are provided for use of the modules on either an individual or a group basis under the direction of one or more resource persons (instructors). A glossary of PBTE terms and a list of the 100 modules are included. (Each of the modules is available separately.) (JT)

ED 149 121 CE 014 374

Melli, Marygold Shire

The Legal Status of Homemakers in Wisconsin.

Center for Women Policy Studies, Washington, D.C.

Spons Agency—National Commission on the Observance of International Women's Year, Washington, D.C.

Report No.—LS-Wis-30

Pub Date—May 77

Note—54p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 052-003-00351-1, $2.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Civil Liberties, *Divorce, Federal Legislation, Financial Support, *Housewives, Legal Aid, *Legal Problems, Legal Responsibility, Marriage, Mothers, Sex Discrimination, Social Values, *State Legislation, *Status, Taxes, Widowed

Identifiers—Wife Abuse, *Wisconsin

This report focuses on laws in the state of Wisconsin as they relate to homemakers. Four areas are discussed, each in separate sections: marriage, widowhood, divorce, and wife abuse. The section on marriage includes information on property rights, disability and death of homemaker, federal Equal Credit Opportunity Act, domicile, interspousal immunity, and keeping your own name. The section on widowhood presents information on special family rights, considerations for whether a husband leaves a will, agreements regarding estates, inheritance tax, federal estate tax, and social security and pensions. In the section on divorce, problems connected with divorce are presented and include discussion of property division, support, enforcement of support, ensuring a source of support money, establishing a mechanism for collecting unpaid money, assistance from federal government in collection of support, child custody, and current practice. The final section considers the problems of wife abuse. This report also includes an introductory message from Martha Griffiths, Chairperson, Committee on Homemakers, National Commission on the Observance of International Women's Year. Recommendations of the Homemaker Committee and a bibliography of twenty-four publications are appended. (BL)

ED 149 124 CE 014 387

Barrett, Lawrne A. Mack, Rodney P.

A Career Approach to Natural Resource Management in Wildlife and Recreation. Final Report.

Conrad Weiser Area School District, Robesonia, Pa.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—30 Dec 77

Note—41p.; For a related document, see ED 139 911

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Academic Achievement, Conservation (Environment), *Curriculum Development, *Environmental Education, Field Experience Programs, Forestry, Grade 11, Grade 12, High School Students, *Natural Resources, Occupational Surveys, Program Descriptions, Program Development, *Recreation, Senior High Schools, Student Experience, Vocational Agriculture, Vocational Education, Water Pollution Control, *Wildlife Management

Identifiers—Pennsylvania

A comprehensive course of study for natural resources was developed and offered to eleventh and twelfth grade students as an elective, to determine whether such a program was feasible in a high school vocational setting. An area-wide survey of environmental occupations was conducted and an advisory committee made recommendations as to course content, which was based on a curriculum developed by the Pennsylvania State University Agriculture Education Department. Students were enrolled for two years, three class periods per day, five days a week, with one-half of the instructional time spent in classroom subjects and the other half in mechanics. Extensive field experiences were also conducted. After three years of program operation, conclusions are that students previously turned off by school now appear to have more tolerance for school because they have a program of interest and one with which they can identify. A second class section of first year students was added to accommodate increased interest, and the local school board agreed to fund the program when federal assistance is no longer available. Graduates of the program are all employed, many of them in natural resources or related occupations. Recommendations included establishing programs of this nature in other schools and conducting follow-up studies of employment patterns of graduates. (A natural resource course of study is appended.) (BL)

ED 149 125 CE 014 388

Rust, Leland

The Needs Assessment of Implementing NTIS into the VTAE System. Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Report No.—19-017-151-226-D

Pub Date—Jan 78

Note—39p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrator Attitudes, Adult Education, *Curriculum Development, Feasibility Studies, *Information Needs, Information Sources, *Information Systems, Needs Assessment, State Surveys, *Teacher Attitudes, Technical Education, *Vocational Education

Identifiers—*National Technical Information Service, *Wisconsin

A study investigated the competencies required to use the National Technical Information Service (NTIS) and the perceived need for its use for curriculum and instructional improvement in the Wisconsin Vocational, Technical, and Adult Education (VTAE) system. A representative sample (N=249) of VTAE instructors and staff was selected for the survey portion of the study. Survey instruments were developed and mailed to key administrative personnel and randomly distributed to VTAE instructors in selected technical areas. Results indicated (1) that 65% of the respondents agreed or strongly agreed that there is a need for an information search system such as NTIS, (2) that 87% were not aware of NTIS although 71% felt they would use such a system were it available, (3) that 38% disagreed or were undecided as to whether they were able to find new information pertinent to their technical area when they needed it, and (4) that 56% agreed that finding technical information was hard to do because technology is constantly changing. It was concluded that in order to facilitate use of a system such as NTIS, workshops will have to be offered for VTAE staff to develop the competencies needed in conducting an information search. Portable microfiche readers will also have to be made available to facilitate use of microfiche materials. A copy of the survey instrument is included. (JT)

ED 149 127 CE 014 390

Walsh, Jack

Education Service and Work: The Multi-Funded Approach.

Olympus Research Centers, San Francisco, Calif.

Spons Agency—Federal Interagency Committee on Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—300-76-0537

Note—98p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Community Service Programs, Community Services, *Educational Administration, *Educational Finance, Federal Aid, Financial Needs, Financial Problems, *Financial Support, *Human Services, Job Training, Private Financial Support, *Program Descriptions, Program Proposals, Project Applications, Special Services, State Federal Aid, *Work Experience Programs

Identifiers—Multifunded Programs

To acquaint project administrators at the local level with potential funding sources available to them, this booklet examines how funds were obtained to support a number of work and service educational projects currently in operation and funded from multiple sources. The material is organized into three parts. Part 1 is an overview of the projects summarized in part 2. Focus is on the characteristics of sponsors who are successful in obtaining funds from multiple sources, how problems are met and overcome, the range of funding sources used including the most common and others infrequently used, and ranges of uses to which funds are put (e.g., counseling, child care, stipends, wages, job development, supportive services, classroom training). Part 2 contains summaries of twenty-four multi-funded service and work-education projects, including the steps leading to multiple funding, problems faced and overcome, and program results. Part 3 is a bibliography of publications (produced by federal agencies and private, non-profit organizations) which may be of use to local sponsors in identifying potential funding sources. Names of members of the Federal Interagency Committee on Education and names and addresses of members of the Subcommittee on Education and Work are appended. (TA)

ED 149 128 CE 014 395

Thornton, L. J.

Carpentry Literature. Readability vs. Reading Ability.

State Univ. of New York. Coll. at Utica/Rome. Dept. of Vocational-Technical Education.

Pub Date—16 Dec 77

Note—123p.; Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Blueprints, Building Plans, Building Trades, Cabinetmaking, Carpenters, Educational Research, Grade 11, Grade 12, *High School Students, *Instructional Materials, *Readability, *Reading Ability, Reading Comprehension, *Reading Level, Senior High Schools, Textbooks, Trade and Industrial Education, Woodworking
Identifiers—*Carpentry

A research project was designed to determine whether eleventh and twelfth grade students of carpentry possess the reading skills necessary to comprehend instructional materials used in the field and classroom. A sample population of ninety-two students from twenty-seven school districts was selected for testing from three facilities. Three hundred thirteen passages were randomly selected from carpentry literature and clozed for testing. The test was scored according to frustrational, instructional, and independent levels of reading ability. The range of readability of carpentry literature was first half fifth grade to college graduate, with the mean being at the ninth grade level. Student reading ability was tested at low to middle eighth grade. At that level none of the students scored at the frustrational level. Sixty-five percent scored at the high instructional, low independent levels. Conclusions included that carpentry literature readability is bimodal, with a significant portion at levels beyond the abilities of its intended users, and at best, eleventh and twelfth grade carpentry students read carpentry literature at the instruction level, requiring supervision of translation to skill, or remediation to upgrade their average abilities. Recommendations included establishing a content reading skills assessment and training procedure for carpentry students. The "Comprehensive Examination in Carpentry" used in the study is appended. (BL)

ED 149 129 CE 014 396

Planning for Change through Career Education. Interim Report.
Wyoming State Dept. of Education, Cheyenne.Wyoming Univ., Laramie. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Sep 77
Contract—G08-76-00116
Note—118p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Academic Achievement, *Career Education, Career Exploration, Curriculum Development, *Educational Alternatives, Educational Coordination, Educational Objectives, Employer Attitudes, Interagency Cooperation, Program Administration, Program Descriptions, *Program Development, *Program Effectiveness, School Community Cooperation, School Districts, Senior High Schools, Skill Development, Student Attitudes, Student Improvement, *Vocational Development, *Work Experience Programs
Identifiers—*Experience Based Career Education, Wyoming

Evaluation was conducted of the first year of a project designed to plan, implement, evaluate, and diffuse a comprehensive experience based career education (EBCE) curricular model through cooperation of four Wyoming school districts, the University of Wyoming College of Education, Project Wyoming Innovative Network Schools (WINS), and the Wyoming State Department of Education. The four school districts involved in the adaptation of the Northwest Regional Education Laboratory's (NWREL) EBCE model were Cheyenne, Laramie, Lander, and Glenrock. Emphasis of the third-party evaluation was on learner outcomes. Experimental and control group student outcomes in the areas of life skills, basic skills, career development, and other project activities were assessed using a pretest-posttest experimental design or a gain score analysis using the NWREL testing program and additional instruments developed by the evaluator. Students had positive feelings about the project with strong emphasis on student journals and job explorations. Students and employers participating in the program were interviewed. The overall conclusion drawn was that the project was implemented and managed in an excellent fashion; progress in all areas was satisfactory. It was recommended that the cooperating institutions develop a system for community collaboration, or the project would achieve only limited impact on educational goals and objectives. (Individual reports made by each demonstration site are attached.) (TA)

ED 149 130 CE 014 398

Rittenhouse, Carl H.
A Study of Career Education in Six School Districts.
Stanford Research Inst., Menlo Park, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—SRI-3461
Pub Date—Oct 77
Contract—NIE-C-74-0105
Note—43p.; For related documents see CE 014 398-400
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Administrator Attitudes, *Adoption (Ideas), *Career Education, Case Studies, *Change Strategies, *Educational Change, *Educational Innovation, Elementary Secondary Education, *School Districts, Success Factors, Teacher Attitudes

Processes and outcomes of the implementation of career education programs during the 1974-75 in six diverse school districts located throughout the country were examined. Procedures were designed to use both formal questionnaires and case study methods in gathering information. Use was made of statistical, interview, and documentary data in describing and analyzing the implementation programs. Findings indicated strong acceptance of career education goals among education personnel and a willingness to incorporate the concepts into programs. Career education was seen as one of a variety of reforms that should be undertaken. Not perceived as a radical reform, it fit comfortably into elementary curricula. At the secondary level, it was difficult to distinguish it from vocational education. Cross district analyses indicated no substantial relationships bearing on career education implementation with respect to either teacher or student characteristics. There was little community involvement in planning and none in direction of the program. Tailoring career education to local needs was identified as the strongest single influence on classroom practice, with the outsider role limited to providing materials and other support to be used appropriately by district personnel. Relationships that enhance the chance for successful career education implementation were identified, but it was concluded that because of the complexity of the implementation process and the variety of settings it is difficult to establish clear cut relationships among implementation factors and implementation success. (An appendix detailing the procedures and another containing the case studies are available separately.) (JT)

ED 149 131 CE 014 399

Rittenhouse, Carl H.
A Study of Career Education in Six School Districts. Appendix A–Procedures.
Stanford Research Inst., Menlo Park, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—SRI-3461
Pub Date—Oct 77
Contract—NIE-C-74-0105
Note—40p.; For related documents see CE 014 398-400
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Administrator Attitudes, Adoption (Ideas), *Career Education, Case Studies, Educational Change, Educational Innovation, *Questionnaires, Research Methodology, Teacher Attitudes

This appendix presents procedures used in conducting a study of career education implementation and outcomes in six diverse school districts located throughout the country. Procedures are presented in three categories: assembling of data from earlier studies, collecting new data, and analyzing both old and new data. Procedures are described for the development of teacher, principal, and specialist questionnaires covering the following: teacher characteristics and background, career education goals and objectives, training related to implementation, materials development, adaptation, and use, career education support activities, student characteristics, and attitudes toward career education and curriculum change. Copies of the questionnaires are included. (Background of the study and its objectives and findings are presented in the main body of the report–CE 014 398. Individual case studies of each of the six school districts are in a second appendix–CE 014 400.) (JT)

ED 149 132 CE 014 400

Rittenhouse, Carl H.
A Study of Career Education in Six School Districts. Appendix B–Case Studies.
Stanford Research Inst., Menlo Park, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—SRI-3461
Pub Date—Oct 77
Contract—NIE-C-74-0105
Note—62p.; For related documents see CE 013 398-400
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Adoption (Ideas), *Career Education, *Case Studies, *Change Strategies, *Educational Change, Educational Innovation, Program Administration, Program Descriptions, Program Development, Program Planning, School Districts

Six school district case studies are contained in this appendix to the report of a project that studied the relationships between processes and outcomes of the implementation of career education programs in six diverse school districts located throughout the country. Each case study gives background information on the local education agency prior to the 1974-75 implementation year, explains how the implementation plan was created in 1974, and describes the key project characteristics and implementation activities and outcomes that took place in 1974-75. (Capsule summaries of the six school district settings are included in the main body of the report, which presents the research background, objectives, and findings–CE 014 398. Procedures are detailed in another appendix–CE 014 399). (JT)

ED 149 133 CE 014 407

Bagby, James M. Kimmel, Karen S.
Career Guidance Information Needs of Rural and Small Schools. Research and Development Series No. 130.
Far West Lab. for Educational Research and Development, San Francisco, Calif.New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—Dec 77
Contract—G00701948;
Note—36p.
Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio

43210
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Career Education, Communications, Consultants, Consultation Programs, Educational Planning, *Information Dissemination, *Information Needs, *Information Networks, Information Sources, Needs Assessment, *Occupational Guidance, Resource Materials, Rural Education, *Rural Schools, School Surveys, Small Schools, Surveys

Two survey studies were conducted to determine what rural and small school personnel perceived as their communication, information, and consultive needs in the area of career guidance materials and practices, and how these needs best could be met. For the first survey a questionnaire was sent to 7,618 schools which asked about awareness of career information, how that awareness came about, and the usefulness of certain communication means for increasing awareness of career information. The second survey instrument sent to 500 schools and agencies focused on identifying specific career guidance information needs of rural educators that could be met through a variety of communications techniques or services. Recipients of both surveys included administrators, teachers, counselors, coordinators of pupil personnel services, coordinator/directors of guidance and/or career education, and curriculum coordinators. Respondents from both samples identified a lack of awareness of current methods, materials, and resources necessary to plan and implement comprehensive and effective career guidance programs. It was concluded that current and future rural school-focused career guidance information activities should provide at least the following services: packets of information on current career development materials, toll-free telephone consultation services, free consultative service by mail, newsletters, and consultants. (Survey instruments are appended.) (TA)

ED 149 134 CE 014 413
Job Cluster for Manufacturing Occupations at the High School Level. Final Report.
New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Aug 77
Contract—OEG-0-71-4687-357
Note—126p.; For related documents, see ED 137 530-533
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—*Career Exploration, Cooperative Planning, *Curriculum Development, Curriculum Guides, Manuals, *Manufacturing, *Manufacturing Industry, Material Development, Occupational Choice, Occupational Clusters, Occupational Guidance, Program Descriptions, School Community Cooperation, Secondary Education, Senior High Schools, Vocational Education

A project was designed to develop curricula in manufacturing occupations for grades 9 through 12, and to test, modify, reproduce, and disseminate the results. To enhance the dimensions of the operation a committee from Fairleigh Dickinson University and the New Jersey State Department of Education staff was formed to ensure effective achievement of the goals, and a national advisory committee supplemented contacts with industry. A pretest and a pilot test gave students and teachers an opportunity to use the materials developed and respond to questions by project staff. The material was modified, language and content simplified, and four booklets (see related note) were printed: "Exploring Manufacturing Occupations - Students' Manual," "Exploring Manufacturing Occupations - Instructor's Guide," "Occupational Preparation - Inspection and Quality Control - Student's Manual," and "Occupation Preparation - Inspection and Quality Control - Instructor's Guide." The bulk of this report is contained in the appendixes which include a project progress report, outlines for preparation of a teacher's guide and a student resource manual, tabulated results of the pre- and posttests, final report of the pilot tests, teacher questionnaires concerning the material, sample learner activities, and pre- and posttests. (BL)

ED 149 135 CE 014 419
Glover, Robert W.
Placing Minority Women in Professional Jobs. R&D Monograph 55.
Texas Univ., Austin. Center for the Study of Human Resources.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Pub Date—78
Contract—20-36-75-15
Note—77p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00303-3)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Administrative Personnel, Administrator Guides, *Employment Programs, *Females, Financial Support, Guidelines, Inservice Education, Job Analysis, Job Applicants, Job Development, Job Placement, *Minority Groups, Outreach Programs, Personnel Selection, *Professional Occupations, *Program Administration, Program Descriptions, Program Design, Program Evaluation, Recordkeeping, Recruitment, Staff Utilization, Working Women

Drawn primarily from the experiences of the minority Women Employment Program (MWEP) of the Recruitment and Training Program (RTP, Inc.), material in this handbook is provided as a reference for individuals and groups engaged in efforts to place underutilized minorities and women into jobs they have not traditionally held. Outlines of the procedures utilized in the MWEP outreach effort and rationale for using them are presented in two sections: (1) Program Operations, which covers initial research, employer contact and job development, recruiting applicants, preparation and screening of applicants, making the placement, and follow-up, and (2) Program Mechanics, which deals with establishing an outreach office, recordkeeping and evaluation, staff size, staff selection, staff training, and funding and proposal writing. Resource appendixes contain aids to research on demand factors and supply factors (information sources and suggested procedures); aids to recruiting minority women applicants (a list of studies, handbooks, resource listings, rosters, and directories of individuals, offices, groups, etc.); aids to job development (library reference works with annotations); and job and career counseling resources (an annotated list of standard references on occupational counseling plus specialized sources on minority topics). Also included are suggestions for resume preparation, and job descriptions for field office staff positions of director, recruiter counselor, office manager, and secretary. (JT)

ED 149 141 CE 014 476
Facilities and Equipment for Home Economics Education: Consumer and Homemaking, Occupational Home Economics.
South Carolina State Dept. of Education, Columbia. Home Economics Education Section.
Spons Agency—Clemson Univ., S.C. Vocational Education Media Center.
Pub Date—77
Note—42p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Career Education, Classroom Arrangement, Classroom Design, *Consumer Education, Course Content, Course Objectives, Design Needs, *Educational Equipment, Educational Facilities, Equipment, *Facility Planning, *Facility Requirements, *Home Economics, Home Economics Skills, Home Management, Instructional Design, Multipurpose Classrooms, Occupational Home Economics, Secondary Education, *Space Utilization, Vocational Education

Suggestions and recommendations presented in this guide are intended to provide teachers, administrators, and architects who plan and equip home economics departments with the objectives and an overview of home economics education programs so that functional facilities will be designed. The first section, consumer and homemaking education, lists instructional goals for each of the following subject matter areas: child development and guidance; clothing and textiles; management and consumer education; family life and parenthood education; foods and nutrition; housing and home furnishings; and human sexuality. Facilities requirements are then given including (1) suggested homemaking areas for instruction in multi-purpose rooms, (2) general recommendations for space and equipment, and (3) equipment lists for each subject matter area. The second section contains short course of study descriptions, space requirements, and equipment lists for home economics occupational programs in the following subject areas: child care services, clothing services, food services, housing and home furnishings services, institutional and home management services. Floor plans are included. (TA)

ED 149 142 CE 014 479
Productivity and Job Security: Attrition--Benefits and Problems.
National Center for Productivity and Quality of Working Life, Washington, D.C.
Pub Date—77
Note—123p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 052-003-00435-6)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Case Studies, *Collective Bargaining, Contracts, Economic Research, *Employment Practices, Incentive Systems, Job Layoff, Personnel Policy, *Productivity, *Technological Advancement
Identifiers—*Job Security

Three case studies are presented to document different approaches to providing the job security which would encourage acceptance of technological changes that could result in productivity improvements. The intent is to assist union and management practitioners in handling similar problems in their own firms. Focus is on the utility of attrition clauses in collective bargaining contracts (clauses that guarantee that no employee will be laid off because of technological change, while reserving management's right not to replace anyone who leaves voluntarily). The first case tells how management and the unions of The New York Times Company devised alleviative measures in the form of attrition clauses which encouraged acceptance of productivity improvements and allowed orderly change to take place. The second is the story of how the United Steelworkers of America and the managers of Tennessee Operations of the Aluminum Company of America (ALCOA) negotiated and implemented an agreement by which the productivity of some 775 maintenance craftsmen was sharply increased without impairing their job security. The third is concerned with how Huntington Alloys, Inc., and Local 40 of the United Steelworkers of America coped with the problem of job security when an individual incentive system was replaced by a Scanlon plan. (JT)

ED 149 144 CE 014 511
The Response of Vocational Education to the National Energy Crisis. A Special Report.
National Advisory Council on Vocational Education, Washington, D.C.
Pub Date—Dec 77
Note—12p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Advisory Committees, Curriculum Development, *Educational Needs, Educational Practice, *Educational Responsibility, *Energy, *Energy Conservation, Federal Government, Government Role, Inservice Education, Post Secondary Education, Public Policy, Secondary Education, Technical Education, Technological Advancement, *Technology, *Vocational Education
Identifiers—Energy Technology
Rationale and recommendations are presented for vocational education's response to the national energy crisis in light of present involvement and future needs. The problem is stated in terms of the need for training programs in the newer energy technologies, including those related to conservation. Federal policies are outlined, specifically the national energy goals for 1985. These are followed by a review of the status of energy technology development in four areas: solar energy, coal mining technology, nuclear energy, and other energy sources. For each area implications for vocational education are noted. A discussion of present energy-related vocational/technical curriculum development activity at both the postsecondary and secondary level includes results of a national survey of postsecondary institutions, programs, and enrollment in eight energy-related technology fields. It is concluded that there is some awareness of the problem and general methods necessary to reduce it but that the response of the vocational education sector must be one of strong leadership in the total educational community. Six specific recommendations in this regard are addressed to the new Department of Energy, to state and local advisory committees in vocational education, and to the National Institute of Education. Focus in the recommendations is on inservice training in new energy and energy conservation technologies for vocational education personnel and on curriculum development in these areas. (JT)

ED 149 145 CE 014 513
National Advisory Council on Vocational Education. 1976 Annual Report.
National Advisory Council on Vocational Education, Washington, D.C.
Pub Date—31 Mar 77
Note—24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Advisory Committees, Annual Reports, Articulation (Program), Career Education, Educational Policy, Federal Legislation, *Federal Programs, Job Placement, *Manpower Development, Policy Formation, Post Secondary Education, Program Effectiveness, Secondary Education, Sex Discrimination, *Vocational Education
Identifiers—Comprehensive Employment and Training Act (CETA)
Contents of this annual report summarize the functions of the National Advisory Council on Vocational Education, list its 1976 meetings and its members, and present findings and recommendations from eleven council reports made during the year. The reports are as follows: (1) final report of the school-to-work project which produced a series of six guides that schools could follow in providing job placement services, (2) testimony on the Vocational Education Act before the House Subcommittee on Elementary, Secondary, and Vocational Education, (3) testimony on career education before the same committee, (4) a review of projects to identify exemplary strategies for elimination of sex bias in vocational education programs, (5) a national survey of planned articulation between secondary and postsecondary levels of instruction, (6) a review of the State Advisory Council annual evaluation reports with focus on eighteen specific issues, (7) an update of an earlier study on the impact of CETA (Comprehensive Employment and Training Act) on institutional vocational education, and (8) testimony on CETA oversight before the House Subcommittee on Manpower, Compensation, and Health Safety. (JT)

ED 149 146 CE 014 525
Hertz, Andrew
Graphic Communications-Preparatory Area. Book I-Typography and Modern Typesetting. Student Manual.
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date—Jan 78
Note—172p.; For a related document see CE 014 526
Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($3.00 plus postage)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—*Computer Graphics, Curriculum Guides, Electronic Equipment, *Graphic Arts, Instructional Materials, Learning Activities, Occupational Information, *Photocomposition, Post Secondary Education, Printing, Senior High Schools, Technical Education, Textbooks, Typewriting, *Units of Study, *Vocational Education
Identifiers—Comp Set, CompuWriter I, IBM Selectric Composer
Designed to develop in the student skills in all of the preparatory functions of the graphic communications industry, this student guide covers copy preparation, art preparation, typography, camera, stripping, production management, and forms design, preparation, and analysis. In addition to the skills areas, material is included on the history of graphic communications, proper safety procedures, equipment maintenance and housekeeping, and opportunity to study the interrelationship of the various graphic communications specializations. Material is presented in eight units, each containing objectives, information (text), references, and assignments or activities to perform. Unit headings are as follows: (1) Exploring Graphic Communications, (2) Shop Rules and Safety, (3) History and Technical Background, (4) Work Flow in a Modern Shop, (5) Typography, (6) Copyfitting, (7) CompuWriter I, (8) IBM Selectric Composer, (9) Comp/Set, and (10) Proofreading. Diagrams and illustrations are included. (A companion teacher's manual with lists of procedures and teaching suggestions is available separately.) (JT)

ED 149 147 CE 014 526
Hertz, Andrew
Graphic Communications-Preparatory Area. Book I-Typography and Modern Typesetting. Teacher's Manual.
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date—Jan 78
Note—34p.; For a related document see CE 014 525
Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Computer Graphics, *Graphic Arts, *Photocomposition, Post Secondary Education, Senior High Schools, Teaching Guides, *Teaching Procedures, Teaching Techniques, *Vocational Education
Intended for use with a companion student manual, this teacher's guide lists procedures and teaching tips for each unit of a secondary or postsecondary course of study in typography and modern typesetting. Course objectives are listed for developing student skills in the following preparatory functions of the graphic communications industry: copy preparation, art preparation, typography, camera, stripping, production management, and forms design, preparation, and analysis. A bibliography lists recent works covering all areas of the trade. Unit headings are as follows: (1) Exploring Graphic Communications, (2) Shop Rules and Safety, (3) History and Technical Background, (4) Work Flow in a Modern Shop, (5) Typography, (6) Copyfitting, (7) CompuWriter I, (8) IBM Selectric Composer, (9) Comp/Set, and (10) Proofreading. (The student's manual, available separately, contains objectives, information (text), references, and student assignments or activities for each unit.) (JT)

ED 149 148 CE 014 527
Grubb, Francine S.
Games for Learning.
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date—Mar 78
Note—129p.
Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($3.25 plus postage)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Classroom Games, *Educational Games, Elementary Education, Elementary School Curriculum, Exceptional Persons, *Group Activities, Independent Study, *Individual Activities, Mathematics Curriculum, Socialization, Vocational Education, Word Recognition, Word Study Skills, Worksheets
The games and worksheets presented in this document were compiled to assist vocational teachers who need student materials and activities which are designed for independent use or adaptable for individual needs. The forty-nine games (and worksheets that are presented as games) have been grouped into four different categories. The first category contains fourteen individual games from all subject areas. The second category contains sixteen individual games related specifically to mathematics. The individual games in categories 1 and 2 are designed as independent student activities. The format for each individual game includes a description of the game, objectives, variations to adapt the game to different levels and to different skill areas, a sample of each game, and an answer sheet. The third category contains ten group games from all subject areas. These games (intended to encourage socialization) are designed for use with teacher supervision. For each group game there is a description, objectives, list of materials needed, and variations. The last category contains nine unusual activities that teachers may want to assign as extra work for students who have mastered a skill or as an independent home assignment. These activities are described for the teacher and detailed instructions are furnished for the student. (BM)

ED 149 149 CE 014 530
Sobadish, John J., Comp.
Trade and Industrial Education Course of Study for Upholstery.
Pennsylvania State Univ., University Park. Coll. of Education.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date—77
Note—235p.
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors—*Basic Skills, *Behavioral Objectives, Core Curriculum, Craftsmen, Curriculum Guides, *Job Skills, *Learning Activities, Performance Based Education, Skilled Occupations, State Curriculum Guides, Trade and Industrial Education, Unit Plan, Vocational Education
Identifiers—*Upholstery
Developed by a committee of working upholstery

instructors, this curriculum guide presents the basic skills needed for initial employment in the upholstery business. Introductory material includes an outline of general course objectives and corresponding activities to achieve the objectives, an instructional plan which suggests course length, use of the guide, teaching methods, vehicles of instruction, a bibliography of reference materials, and a listing of the titles of skill competency development jobs which correspond with specific job sheets in the body of the guide. The major portion of the guide consists of (1) job sheets, which indicate to the student what to do in performing the various jobs assigned by the instructor (sheets also include unit title, specific job title, material and equipment needed, and method of evaluation); (2) operation sheets, which supplement the job sheets and indicate to the student how to perform the many skill competency operations necessary to complete the assigned jobs; and (3) information sheets, which supplement the job sheets and provide the student with information necessary for completing the assigned jobs with highest possible degree of understanding. (BL)

ED 149 150 CE 014 531

Bishop, Ivan, Comp. And Others

Trade and Industrial Education Course of Study for Automotive Body and Fender.

Pennsylvania State Univ., University Park. Coll. of Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—77

Note—611p.

EDRS Price MF-$1.16 HC-$32.81 Plus Postage.

Descriptors—Air Conditioning, *Auto Body Repairmen, *Auto Mechanics, Auto Mechanics (Occupation), Behavioral Objectives, Course Objectives, Curriculum Guides, Electrical Systems, Engines, Equipment, Hydraulics, Instructional Materials, *Job Skills, *Learning Activities, Painting, Performance Based Education, Secondary Education, State Curriculum Guides, Teaching Guides, Trade and Industrial Education, Welding

This course of study in automotive body and fender repair is intended as a teaching and learning guide. The guide includes the following information and materials: the course philosophy, general course objectives, a plan of instructional practices, a list of curriculum materials, the course outline, and written instructional aids. The course outline contains an occupational description, a list of the major divisions of the occupation, a list of the skill competencies/operations that are required of the students, and a list of the information lessons which correspond to the skill competencies. The instructional aids comprise a major portion of the document and include the following materials: job sheets which indicate to the student what to do in performing the various jobs assigned by the instructor; operation sheets which supplement the job sheets and indicate how to perform the particular skill competencies necessary to complete the assigned job; information sheets which also supplement the job sheets and provide the information necessary for completing the assigned job with the highest possible degree of understanding; and assignment sheets which supplement the job sheets by providing mental activities or exercises related to the assigned job. The appendix contains lists of tools and equipment needed to teach the course. (BM)

ED 149 151 CE 014 532

Professional Teacher Education Module Series. Prepare for a Community Survey, Module A-1 of Category A–Program Planning, Development, and Evaluation.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—73p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($4.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Community Agencies (Public), *Community Surveys, Curriculum Guides, Data Sheets, Guidelines, Individualized Curriculum, *Information Sources, *Learning Activities, Learning Experience, Learning Modules, Manpower Needs, Performance Based Teacher Education, *Planning, Planning Commissions, Post Secondary Education, Program Planning, Questionnaires, School Community Cooperation, Secondary Education, State Agencies, *Teaching Skills, *Vocational Education

This first in a series of eleven learning modules on program planning, development, and evaluation is designed to develop secondary and postsecondary vocational teachers' skills in planning and directing a community survey which will yield information needed for vocational education program planning to meet community labor requirements. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the six learning experiences and the resources required. Materials in the learning experiences include required readings (on obtaining administrative approval, forming a steering committee, identifying boundaries, and other subjects relevant to conducting a survey), case studies, model answers, administrative approval checklist, steering committee checklist, sample forms, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on program planning, development, and evaluation are part of a larger series of 100 field-tested performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (SH)

ED 149 152 CE 014 533

Professional Teacher Education Module Series. Conduct a Community Survey, Module A-2 of Category A–Program Planning, Development, and Evaluation.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—47p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.50)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Administration, *Community Surveys, Curriculum Guides, *Data Collection, Field Interviews, Individualized Curriculum, Interviews, Learning Activities, Learning Experience, Learning Modules, Letters (Correspondence), Manpower Needs, Mass Media, Performance Based Teacher Education, Post Secondary Education, Program Planning, *Publicize, Public Relations, Secondary Education, *Teaching Skills, *Vocational Education

This second in a series of eleven learning modules on program planning, development, and evaluation is designed to develop secondary and postsecondary vocational teachers' skills in conducting a community survey which will yield information needed for vocational education program planning to meet community labor requirements. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required readings (e.g., publicizing a survey), case studies to critique, model critiques, sample forms and letters for publicity, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on program planning, development, and evaluation are part of a larger series of 100 field-tested performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (SH)

ED 149 153 CE 014 534

Professional Teacher Education Module Series. Report the Findings of a Community Survey, Module A-3 of Category A–Program Planning, Development, and Evaluation.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—67p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($3.50)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Community Surveys, Curriculum Guides, *Data Analysis, *Data Processing, *Graphs, Individualized Curriculum, Information Dissemination, Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Post Secondary Education, Program Planning, Secondary Education, Tables (Data), *Teaching Skills, *Vocational Education

This third in a series of eleven learning modules on program planning, development, and evaluation is designed to develop secondary and postsecondary vocational teachers' skills in analyzing, reporting, and disseminating community survey data. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the five learning experiences and the resources required. Materials in the learning experiences include required readings (on data analysis, reporting, and disseminating, including presenting data through tables and graphs), self-check quizzes, model answers, a case situation, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on program planning, development, and evaluation are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (SH)

ED 149 154 CE 014 535

Professional Teacher Education Module Series. Organize an Occupational Advisory Committee, Module A-4 of Category A–Program Planning, Development, and Evaluation.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—35p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.20)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Administrative Policy, *Advisory Committees, Curriculum Guides, Group Membership, Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, *Organization, Performance Based Teacher Education, Post Secondary Education, Program Planning, Publicize, Secondary Education, Selection, *Teaching Skills, *Vocational Education

This fourth in a series of eleven learning modules on program planning, development, and evaluation is designed to give secondary and postsecondary vocational teachers information and skills needed to ensure a properly organized occupational advisory committee. The terminal objective for the module is to organize an occupational advisory committee in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading (covering the rationale and benefits, types, functions, and statements of purpose and organizational procedures of an advisory committee, and news releases), self-check quizzes, model answers, case studies to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on program planning, development, and evaluation are part of a larger series of 100 field-tested performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas.) (SH)

ED 149 155 CE 014 536

Professional Teacher Education Module Series. Maintain an Occupational Advisory Committee, Module A-5 of Category A–Program Planning, Development, and Evaluation.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—43p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.70)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Activities, *Administration, *Advisory Committees, Agency Role, Curriculum Guides, Guidelines, Individualized Curriculum, Learning Activities, Learning Experience, Learning Modules, Meetings, Performance Based Teacher Education, *Planning, Post Secondary Education, Secondary Education, *Teaching Skills, *Vocational Education

This fifth in a series of eleven learning modules on program planning, development, and evaluation is designed to help secondary and postsecondary vocational teachers develop competencies needed to help an occupational advisory committee mature to the level at which it can maintain itself. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required readings (covering suggestions for agendas for the first three advisory committee meetings, suggestions for first year and annual programs of work, and advisory committee functions), self-check quizzes, model answers, a case study to critique, a model critique, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on program planning, development, and evaluation are part of a larger series of 100 field-tested performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (SH)

ED 149 156 CE 014 537

Professional Teacher Education Module Series. Develop Program Goals and Objectives, Module A-6 of Category A–Program Planning, Development, and Evaluation.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—40p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.10)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Behavioral Objectives, Curriculum Guides, Individualized Curriculum, Information Sources, *Learning Activities, Learning Experience, Learning Modules, Objectives, Performance Based Teacher Education, Post Secondary Education, *Program Development, Program Planning, Secondary Education, *Teaching Skills, *Vocational Education, *Writing Skills

This sixth in a series of eleven learning modules on program planning, development, and evaluation is designed to assist secondary and postsecondary vocational teachers in gaining the knowledge and skills needed to develop and write program goals and objectives that give direction to the vocational program, make public its expected outcomes, and give a basis for program evaluation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required readings (covering areas such as levels of goals and objectives to be developed, inputs for developing them, and step-by-step guidelines for writing them), self-check quizzes, model answers, sample worksheet, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on program planning, development, and evaluation are part of a larger series of 100 field-tested performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (SH)

ED 149 157 CE 014 538

Professional Teacher Education Module Series. Conduct an Occupational Analysis, Module A-7 of Category A–Program Planning, Development, and Evaluation.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—77p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($4.80)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Curriculum Guides, *Data Collection, *Data Processing, *Data Sheets, Individualized Curriculum, Job Analysis, Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Performance Factors, Post Secondary Education, Program Development, Program Planning, Resource Materials, Secondary Education, *Task Analysis, *Teaching Skills, Validity, *Vocational Education

This seventh in a series of eleven learning modules on program planning, development, and evaluation is designed to help secondary and postsecondary vocational teachers analyze an occupation (task analysis) and organize the results of the analysis so as to maximize its value in developing an educational program. The terminal objective for the module is to conduct an occupational analysis. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the five learning experiences and the resources required. Materials in the learning experiences include required readings (e.g., defining scope of an occupational analysis, preparing an initial listing of duty and statement, verifying task and duty statements, and analyzing and reporting task inventory data), checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on program planning, development, and evaluation are part of a larger series of 100 field-tested performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (SH)

ED 149 158 CE 014 539

Professional Teacher Education Module Series. Develop a Course of Study, Module A-8 of Category A–Program Planning, Development, and Evaluation.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—56p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($3.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Course Content, Course Descriptions, *Course Organization, *Curriculum, Curriculum Development, Curriculum Guides, Educational Planning, Individualized Curriculum, Job Skills, Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, *Performance Criteria, Post

Secondary Education, Program Development, Program Planning, Resource Materials, *Scheduling, Secondary Education, *Teaching Skills, Units of Study, *Vocational Education

This eighth in a series of eleven learning modules on program planning, development, and evaluation is designed to assist secondary and postsecondary vocational teachers in preparing and updating vocational education courses of study. (A course of study describes who is to be taught, what is to be taught, how much time will be allotted to each instructional area, and what references, resources, tools, and equipment will be used.) Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required readings (e.g., basic components of a course of study, development procedures, sequencing objectives, time allocations), self-check quizzes, model answers, a case study to critique, a model critique, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on program planning, development, and evaluation are part of a larger series of 100 field-tested performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas.) (SH)

ED 149 159 CE 014 550

Harms, Louis T. And Others

Decision Model for Vocational Education. Final Report.

Temple Univ., Philadelphia, Pa.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—31 Oct 77

Note—368p.; Several tables and appendix B (forecasts of requirements to 1985 by socioeconomic groups) may not reproduce well due to small type

EDRS Price MF-$0.83 HC-$19.41 Plus Postage.

Descriptors—*Decision Making, Educational Needs, *Educational Planning, *Employment Projections, Employment Trends, Family Background, Grade 8, Grade 9, Junior High School Students, Labor Economics, Labor Market, Labor Supply, *Manpower Needs, *Mathematical Models, Occupational Aspiration, Occupational Clusters, Occupational Information, Program Planning, Racial Differences, Secondary Education, *Student Attitudes, Student Interests, Student Needs, Surveys, Vocational Education

Identifiers—*Pennsylvania (Philadelphia)

This report reviews activities of the first year's work of a project whose purpose was to provide information which will assist the Philadelphia School District in making plans for educational programs, staff, and facilities in response to impending changes in occupational job requirements in the Philadelphia area and changes in student needs and desires. Three major parts are included: (1) a study of future job requirements in the occupational structure of the Philadelphia area; (2) a study of students' needs, aspirations, and perceptions of the labor market based on a survey of eighth and ninth grade students from the Philadelphia School District; and (3) an integration of the first and second parts into a planning instrument, with the basic structure of a mathematical decision model reviewed and its role in educational management indicated. An appendix contains an alphabetical index of occupations and codes, Bureau of Labor Statistics forecasts of labor requirements to 1985 by socioeconomic groups, forecasts of labor requirements to 1985 by Philadelphia school district clusters, and the survey questionnaire for eighth and ninth grade students. (BL)

ED 149 160 CE 014 554

Handbook for Teachers of Adult Occupational Education.

New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.

Pub Date—77

Note—104p.; Table on page 59 may reproduce poorly

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Adult Educators, Adult Learning, *Adult Vocational Education, *Audiovisual Aids, Course Evaluation, Curriculum Planning, Noninstructional Responsibility, Post Secondary Education, Secondary Education, Self Evaluation, *Student Evaluation, Student Motivation, Student Needs, *Student Teacher Relationship, Teacher Evaluation, Teaching Guides, *Teaching Methods, *Teaching Skills, Test Construction, Vocational Education

This handbook is designed to assist occupationally skilled individuals to become competent instructors in their field. It covers topics intended to be of interest to new instructors during their first few weeks of teaching. The content is in nine units. Unit 1 presents an overview of the occupational teacher's job and offers some general teaching suggestions. Unit 2 discusses factors affecting learning, needs of individuals, motivating students, and blocks to learning. Unit 3 describes various teaching methods (lecture, demonstration, discussion, questions and answers, role playing, project plus report, personal experience, field trip, and case study) and discusses how to select the proper techniques. Unit 4 covers types, classification, selection, use, and effectiveness of instructional aides, such as texts, chalkboard, flipchart, and handouts. In unit 5, quality control is discussed, including pre- and posttesting, designing tests, the merits of five different types of questions, and teacher self-evaluation. The development, format, and evaluation of a course of study is presented in unit 6. Unit 7 covers lesson plans, performance objectives, and the four steps of the instructional process (preparation, presentation, application, and evaluation). Unit 8 presents the management and noninstructional teacher responsibilities, such as recordkeeping (including inventory and safety survey), and lists questions to help the teacher evaluate his or her activities regarding four areas of noninstructional responsibilities. The final unit reviews what is expected of a teacher and the teacher's responsibilities in working with students. (EM)

ED 149 161 CE 014 563

Whitney, Eugene P.

The Alpha Mu Study: A Report on the Survey of Basic Business Survival Skills.

Delta Pi Epsilon, Albany, N.Y. Alpha Mu Chapter.

Spons Agency—New York State Education Dept., Albany. Bureau of Business Education.

Pub Date—[77]

Note—50p.; Appendix B, containing confidential information, was removed

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Basic Skills, *Business Education, *Business Skills, Business Subjects, Consumer Education, *Daily Living Skills, Educational Responsibility, High School Graduates, *High School Students, Money Management, *Program Effectiveness, Recordkeeping, Senior High Schools, Seniors, *Skill Development, Surveys, Vocational Education

Identifiers—*Basic Business

A study was conducted to secure information relating to the following questions: (1) Are high school graduates leaving school with sufficient basic business skills to adequately manage their personal business affairs? and (2) what role is the business education department playing to provide all students with these basic business skills? A list of fifty skills and competencies was developed in four general areas: legal skills, recordkeeping skills, buying skills, and management skills, and a questionnaire was developed to test the skills identified. Questionnaires were mailed to 50% of the senior students in eight selected New York State high schools and in four selected schools in four different states. Findings were that between 65% and 93% of students surveyed were found to be deficient in basic business survival skills. Implications were that there may be a major challenge to business educators to prepare students to manage their personal business affairs. It was concluded that expanded research is in order to confirm or to refute the findings. The survey instrument, statistics, and analysis are appended. (BL)

ED 149 162 CE 014 567

Foutes, William A.

Diesel Engine Mechanics.

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.

Pub Date—77

Note—1,292p.

Available from—Mid-America Vocational Curriculum Consortium, 1515 West Sixth, Stillwater, Oklahoma 74074 ($28.00)

EDRS Price MF-$2.33 Plus Postage. HC Not Available from EDRS.

Descriptors—Air Flow, *Auto Mechanics, Auto Mechanics (Occupation), Behavioral Objectives, Curriculum Guides, *Diesel Engines, Electrical Systems, Engines, Equipment, *Equipment Maintenance, Fuel Consumption, Fuels, Identification Tests, Job Skills, *Learning Activities, Lubricants, Machine Tools, Mechanics (Process), Motor Vehicles, Occupational Information, Performance Based Education, Post Secondary Education, Repair, Safety Education, Secondary Education, Teaching Guides, Trade and Industrial Education, Visual Aids, Welding

Written in student performance terms, this curriculum guide on diesel engine repair is divided into the following eight sections: an orientation to the occupational field and instructional program; instruction in operating principles; instruction in engine components; instruction in auxiliary systems; instruction in fuel systems; instruction in electrical systems; instruction in engine performance; and instruction in welding. Each section consists of one or more units of instruction. Each instructional unit includes some or all of the following components: performance objectives, suggested activities for teacher and students, information sheets, assignment sheets, job sheets, visual aids, tests, and answers to the tests. Units are planned for more than one lesson or class period of instruction. Numerous diagrams supplement the text. (BM)

ED 149 163 CE 014 570

Green, Thomas F. And Others

Lifelong Learning and the Educational System: Expansion or Reform?

Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—Dec 77

Note—60p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Adult Education, Certification, *Continuous Learning, Educational Alternatives, *Educational Change, *Educational Development, Educational Innovation, *Educational Policy, Federal Government, *Government Role, Program Development, Research, Systems Development

A study of the federal role in the advancement of lifelong learning focused on the probable impact of a federally supported lifelong learning system and the existing educational system on one another. The conditions and parameters of the following claim were examined: any lifelong learning enterprise initially funded by the federal government outside of the existing educational system as nonsequential, nonselective and noncertificatory will be trans-

formed into a system that is sequenced, selective, and certificatory. The conclusions were that (1) any effort to determine federal policy in the case of lifelong learning by the conduct of small-scale experiments is likely to be maximally misleading, (2) there are many opportunities for a small-scale federal role to be quite successful by attaching an increase of lifelong learning opportunities to already existing federal programs, (3) any new initiative in lifelong learning should constitute a rapid expansion of those institutions that are free, accessible, and open to all Americans without discrimination, and (4) some subsidies should be made available for existing institutions to serve new populations. (Much of this report is devoted to showing how a federally supported expansion of lifelong learning opportunities will develop into a system much like the existing educational system, and how that will affect the existing educational system.) (EM)

ED 149 164 CE 014 572

On-the-Job Training: CETA Program Models.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date—77

Note—43p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00295-9)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Community Involvement, Contracts, Educational Alternatives, Employment Programs, Federal Legislation, Federal Programs, Historical Reviews, Manpower Development, Marketing, *Models, Occupational Information, *On the Job Training, *Program Administration, Program Budgeting, *Program Development, *Program Evaluation, *Program Improvement, School Industry Relationship, Work Experience Programs

Identifiers—*Comprehensive Employment and Training Act

This monograph, one of a series on Comprehensive Employment and Training Act (CETA) program models, is designed to make available to prime sponsor staffs the lessons some of their colleagues feel they have learned from service in CETA and previous programs. The content is in seven sections. The first discusses the philosophy and purpose of on-the-job training (JT) and upgrade training as an OJT program. Section 2 reviews the historical development of OJT policies, including the Manpower Development and Training Act, the National Alliance of Businessmen's Job Opportunities in the Business Sector Program, and CETA. Section 3 discusses several considerations in developing and operating OJT programs, including objectives, OJT versus classroom training, economic conditions, realistic budgeting, operating or subcontracting the program, job descriptions of key positions, production and performance standards, linkages with other employment and training programs, selection of industries and jobs, and monitoring. The fourth section discusses marketing considerations and includes target population priorities and characteristics, legislatively mandated priorities, the job market, contact service representatives and employer contact procedures, and public relations tools. The OJT contract design, including essential features, a pre-CETA model, cost reimbursement versus fixed cost, and supportive services are covered in section 5. Section 6 describes several experimental OJT alternatives, such as, incentive payment to trainee and contract extension. The final section makes recommendations for OJT program improvements. (EM)

ED 149 165 CE 014 573

Tarr, Rodney F. Lewis, James P.

1974-76 Follow-up of the Physically Handicapped in Pennsylvania.

Pennsylvania State Univ., University Park. Inst. for Research on Human Resources.Venango County Area Vocational-Technical School, Oil City, Pa.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—[77]

Note—84p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Educational Programs, *Employee Attitudes, Graduates, Handicapped Students, *Job Satisfaction, Job Training, *Parent Attitudes, *Physically Handicapped, Program Improvement, Research, Secondary Education, Special Education, Surveys, *Vocational Adjustment, *Vocational Education, Vocational Followup

Identifiers—*Pennsylvania

Conducted to assist vocational educators in planning programs for handicapped students, the project examined selective aspects of the vocational education program, adjustments, and present status of the physically handicapped vocational graduates and the views of the employers and parents towards the training of the graduates. The project was designed to describe the following conditions: the current vocational status of the employed and unemployed physically handicapped in Pennsylvania from 1974-1976 in terms of their vocational adjustment and job satisfaction; the vocational education programs at the area vocational-technical schools and vocational rehabilitation centers for the physically handicapped; parental attitudes towards vocational programs; employer attitudes toward the physically handicapped graduate; vocational programs that would be beneficial to employability for the physically handicapped; and types of special services the physically handicapped might need to succeed in the regular vocational programs in public schools. Three major outcomes were reported: About three-fourths of the vocational handicapped students were placed in regular occupational classes with non-handicapped students; in most cases, occupational training was not related to the first job; and about 93% of the employers of the physically handicapped reported that they would consider hiring another physically handicapped worker. Data collection instruments are included in the report. (BM)

ED 149 166 CE 014 575

Jezierski, Kathleen, Ed.

Resources in Vocational Education. Volume 10. Annual Index 1977.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—300-75-0141

Note—151p.; Document not available in paper copy due to size of print

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bibliographic Citations, Career Education, *Citation Indexes, Instructional Materials, Research Projects, *Technical Education, *Vocational Education

This volume cumulates the indexes that appear in the six bimonthly issues of "Resources in Vocational Education," volume 10, numbers 1 through 6 during 1977. This cumulation is intended to be a companion volume to the individual issues of "Resources in Vocational Education," which contain the complete resumes of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. Three indexes are provided: subject, author, and institution. Each entry lists the title of the document and the ED (ERIC document) number of the complete resume as it appears in the individual issues of "Resources in Vocational Education." Instructions for ordering individual documents are included at the back of this volume. (Editor/BL)

ED 149 167 CE 014 580

Gilmore, Hal M. And Others

Implementing the Metric System in Agricultural Occupations. Metric Implementation Guide.

Illinois State Univ., Normal. Dept. of Mathematics.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—[77]

Note—71p.; For related documents see CE 014 580-584

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Agricultural Education, Instructional Materials, *Learning Activities, *Metric System, Teaching Guides, *Teaching Procedures, Teaching Techniques, Vocational Agriculture, Vocational Education

Addressed to the agricultural education teacher, this guide is intended to provide appropriate information, viewpoints, and attitudes regarding the metric system and to make suggestions regarding presentation of the material in the classroom. An introductory section on teaching suggestions emphasizes the need for a "think metric" approach made up of hands-on experience with the use of convenient referents (models for some of the commonly used units) but very little conversion between the metric system and the customary system. Major contents are in eight chapters: (1) The System, (2) Length, (3) Area, (4) Volume (Cubic Measure and Liter Measure), (5) Mass, (6) Volume-Mass, (7) Other Units (Temperature, Force, Energy-Work, Power, Pressure-Stress, and Torque), and (8) Miscellaneous Exercises. Each chapter includes explanatory material and a variety of suggested learning activities, some with directions addressed to the student. Some activities and exercises are of a general nature and some are related to specific occupational areas: agricultural production, agricultural supplies and services, agricultural mechanics, agricultural products, ornamental horticulture, and turf management. A bibliography and answers to the exercises are appended. (JT)

ED 149 168 CE 014 581

Retzer, Kenneth A.

Implementing the Metric System in Industrial Occupations. Metric Implementation Guide.

Illinois State Univ., Normal. Dept. of Mathematics.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—[77]

Note—69p.; For related documents see CE 014 580-584

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Instructional Materials, *Learning Activities, *Metric System, Teaching Guides, *Teaching Procedures, Teaching Techniques, Technical Education, *Trade and Industrial Education, Vocational Education

Addressed to the industrial education teacher, this guide is intended to provide appropriate information, viewpoints, and attitudes regarding the metric system and to make suggestions regarding presentation of the material in the classroom. An introductory section on teaching suggestions emphasizes the need for a "think metric" approach made up of hands-on experience with the use of convenient referents (models for some of the commonly used units) but very little conversion between the metric system and the customary system. Major contents are in eight chapters: (1) The System, (2) Length, (3) Area, (4) Volume (Cubic Measure and Liter Measure), (5) Mass, (6) Volume-Mass, (7) Other Units (Temperature, Force, Energy-Work, Power, Pressure-Stress, and Torque), and (8) Miscellaneous Exercises. Each chapter includes explanatory material and a variety of suggested learning activities, some with directions addressed to the student. Some activities and exercises are of a general nature and some are related to specific occupational areas: automotive services, business

machine maintenance, commercial photography, construction and building trades, drafting, electrical, graphic arts, machine shop, sheet metal, small engine repair, and mill work and cabinetmaking. A bibliography and answers to the exercises are appended. (JT)

ED 149 169 CE 014 582

Banks, Wilson P. And Others

Implementing the Metric System in Personal and Public Service Occupations. Metric Implementation Guide.

Illinois State Univ., Normal. Dept. of Mathematics.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—[77]

Note—67p.; For related documents see CE 014 580-584

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Instructional Materials, *Learning Activities, *Metric System, Occupational Home Economics, Public Service Occupations, *Service Occupations, Teaching Guides, *Teaching Procedures, Teaching Techniques, Vocational Education

Addressed to the personal and public service occupations teacher, this guide is intended to provide appropriate information, viewpoints, and attitudes regarding the metric system and to make suggestions regarding presentation of the material in the classroom. An introductory section on teaching suggestions emphasizes the need for a "think metric" approach made up of hands-on experience with the use of convenient referents (models for some of the commonly used units) but very little conversion between the metric system and the customary system. Major contents are in eight chapters: (1) The System, (2) Length, (3) Area, (4) Volume (Cubic Measure and Liter Measure), (5) Mass, (6) Volume-Mass, (7) Other Units (Temperature, Force, Energy-Work, Power, Pressure-Stress, and Torque), and (8) Miscellaneous Exercises. Each chapter includes explanatory material and a variety of suggested learning activities, some with directions addressed to the student. Some activities and exercises are of a general nature and some are related to specific occupational areas: child care, industrial sewing, food management, production and services, interior decorating, cosmetology, and environmental control. A bibliography and answers to the exercises are appended. (JT)

ED 149 170 CE 014 583

Banks, Wilson P. And Others

Implementing the Metric System in Health Occupations. Metric Implementation Guide.

Illinois State Univ., Normal. Dept. of Mathematics.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—[77]

Note—63p.; For related documents see CE 014 580-584

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Health Occupations Education, Instructional Materials, *Learning Activities, *Metric System, Teaching Guides, *Teaching Procedures, Teaching Techniques, Vocational Education

Addressed to the health occupations education teacher, this guide is intended to provide appropriate information, viewpoints, and attitudes regarding the metric system and to make suggestions regarding presentation of the material in the classroom. An introductory section on teaching suggestions emphasizes the need for a "think metric" approach made up of hands-on experience with the use of convenient referents (models for some of the commonly used units) but very little conversion between the metric system and the customary system. Major contents are in eight chapters: (1) The System, (2) Length, (3) Area, (4) Volume (Cubic Measure and Liter Measure), (5) Mass, (6) Volume-Mass, (7) Other Units (Temperature, Force, Energy-Work, Power, Pressure-Stress, and Torque), and (8) Miscellaneous Exercises. Each chapter includes explanatory material and a variety of suggested learning activities, some with directions addressed to the student. Some activities and exercises are of a general nature and some are related to specific occupational areas: dental assisting, medical laboratory assisting, practical nursing, and pharmacy aide. A bibliography and answers to the exercises are appended. (JT)

ED 149 171 CE 014 584

Retzer, Kenneth A. And Others

Implementing the Metric System in Business Occupations. Metric Implementation Guide.

Illinois State Univ., Normal. Dept. of Mathematics.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—[77]

Note—59p.; For related documents see CE 014 580-584

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Business Education, Distributive Education, Instructional Materials, *Learning Activities, *Metric System, Teaching Guides, *Teaching Procedures, Teaching Techniques, Vocational Education

Addressed to the business education teacher, this guide is intended to provide appropriate information, viewpoints, and attitudes regarding the metric system and to make suggestions regarding presentation of the material in the classroom. An introductory section on teaching suggestions emphasizes the need for a "think metric" approach made up of hands-on experience with the use of convenient referents (models for some of the commonly used units) but very little conversion between the metric system and the customary system. Major contents are in eight chapters: (1) The System, (2) Lengths, (3) Area, (4) Volume (Cubic Measure and Liter Measure), (5) Mass, (6) Volume-Mass, (7) Other Units (Temperature, Force, Energy-Work, Power, Pressure-Stress, and Torque), and (8) Miscellaneous Exercises. Each chapter includes explanatory material and a variety of suggested learning activities, some with directions addressed to the student. Some activities and exercises are of a general nature and some are related to specific occupational areas: distributive marketing, secretarial, keypunch operators, and clerical. A bibliography and answers to the exercises are appended. (JT)

ED 149 172 CE 014 588

Professional Teacher Education Module Series. Resource Person Guide...to Using Performance-Based Teacher Education Materials.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—114p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($4.80)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Administrator Guides, Curriculum Guides, Individualized Curriculum, *Performance Based Teacher Education, Post Secondary Education, Program Administration, *Resource Teachers, *Teacher Education Curriculum, *Teacher Educators, *Teacher Role, Teaching Guides, Teaching Skills, *Vocational Education

This guide to the use of a 100-module series of performance-based teacher education (PBTE) materials is addressed to teacher educators, directors of staff development, master teachers, and others with responsibility for guiding and assisting preservice or inservice vocational teachers in the development of professional teaching competencies. There are three chapters and appended resource materials, all geared to the 100 PBTE learning packages, each of which is available separately. (The materials were developed based on competencies identified through research as being important to successful vocational education teachers at both the secondary and postsecondary levels and in all occupational areas). Chapter 1 provides a basic introduction to PBTE and to the materials. The second chapter deals specifically with the resource person's responsibilities relative to planning the teacher's program, guiding learning activities, and assessing teacher performance. The third is devoted to managing the role of the resource person. Appended materials include (1) background information on development of the materials; (2) a master list of the ten subject categories and performance objectives for each; (3) a list of the 100 module titles with their objectives and associated performance elements; (4) time estimates for completion of the modules; (5) a list of required, optional, and alternate resources needed for the modules, and (6) a copy of the student's guide to use of the modules (also available separately). (JT)

ED 149 173 CE 014 589

Professional Teacher Education Module Series. Develop Long-Range Program Plans, Module A-9 of Category A--Program Planning, Development, and Evaluation.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—39p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.10)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Budgeting, Charts, Curriculum Guides, Educational Equipment, Educational Facilities, *Educational Objectives, Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Personnel Needs, Post Secondary Education, Program Development, *Program Planning, Scheduling, School Calendars, *School Schedules, Secondary Education, *Teaching Skills, *Vocational Education, Worksheets

This ninth in a series of eleven learning modules on program planning, development, and evaluation is designed to assist secondary and postsecondary vocational teachers in developing long-range plans for vocational education, plans which will assist in determining needed facilities, equipment, budget, and staff. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required readings (e.g., step-by-step instructions for program planning and information and sample forms for time planning and procedural planning), a self-check quiz, model answers, planning checklist, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on program planning, development, and evaluation are part of a larger series of 100 field-tested performance-based teacher education (PBTE) self-contained learning packages for use in perservice or inservice training of teachers in all occupational areas. Materials are designed for use by teachers, either on an individual or group basis, working un-

der the direction of one or more resource persons/instructors.) (SH)

ED 149 174 CE 014 590

Professional Teacher Education Module Series. Conduct a Student Follow-Up Study, Module A-10 of Category A--Program Planning, Development, and Evaluation.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—67p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($3.50)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Curriculum Guides, *Data Collection, *Data Processing, Dropouts, Educational Resources, Followup Studies, Graduates, *Graduate Surveys, High School Graduates, Individualized Curriculum, Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Planning, Post Secondary Education, Program Evaluation, Questionnaires, Secondary Education, *Teaching Skills, *Vocational Education, *Vocational Followup

This tenth in a series of eleven learning modules on program planning, development, and evaluation is designed to acquaint secondary and postsecondary vocational teachers with student follow-up procedures and help them to develop skill in planning and conducting a student follow-up study. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required readings (e.g., planning and conducting a follow-up study, developing follow-up questionnaires, interpreting and reporting follow-up data), self-check quizzes, model answers, a questionnaire checklist, case studies to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on program planning, development, and evaluation are part of a larger series of 100 field-tested performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (SH)

ED 149 175 CE 014 591

Professional Teacher Education Module Series. Evaluate Your Vocational Program, Module A-11 of Category A--Program Planning, Development, and Evaluation.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—59p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591

Available from--American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($3.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Activities, Curriculum Guides, Data Collection, Educational Objectives, Educational Philosophy, Guidelines, Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, *Models, Needs Assessment, Performance Based Teacher Education, *Planning, Post Secondary Education, *Program Evaluation, Reports, Scheduling, School Districts, Secondary Education, Student Evaluation, Student Participation, *Teaching Skills, *Vocational Education, Writing Skills

This eleventh in a series of eleven learning modules on program planning, development, and evaluation is designed to assist secondary and postsecondary vocational teachers in planning and conducting locally directed and product-oriented program evaluation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required readings (e.g., the nature of program evaluation, program evaluation model, developing a local program evaluation plan, preparing a final report), self-check quizzes, model answers, checklists, a case situation, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on program planning, development, and evaluation are part of a larger series of 100 field-tested performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (SH)

ED 149 176 CE 014 685

Drier, Harry N.

Programs of Career Guidance, Counseling, Placement, Follow-Up and Follow-Through. A Futures Perspective. Information Series No. 107.

American Vocational Association, Washington, D.C. Guidance Div.Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—400-76-0122

Note—51p.

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 107, $3.80, quantity and series discounts available)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Career Planning, *Change Strategies, Community Involvement, Counseling Goals, Counselor Role, Counselor Training, Employment Services, *Futures (of Society), Guidance Programs, *Models, Needs Assessment, *Occupational Guidance, Program Development, Program Evaluation, *Program Planning, *Vocational Development, Vocational Education, Vocational Followup

A career development content model for organizing, developing, and implementing future career guidance programs is presented in this information analysis paper intended for guidance counselors and directors, program planners, and vocational educators. The model addresses such issues as self, economic, societal, leisure and avocational, and attitude and value understandings necessary for life-role decisionmaking which results in life-role planning, securing, and maintenance over the life span. Critical features of planning necessary to assure that local career guidance programs are in fact designed, developed, tested, and delivered to meet specific career development needs of the people they are to serve are discussed in the area of each process step including the following: planning (initial planning, local data-based planning, planning for local career guidance and counseling, activity tryout and implementation test), career development, needs assessment (individual and group), resources for guidance, goals and objectives, new career guidance practices (home-centered guidance, subject and nonsubject-matter-based guidance and counseling, and community centered guidance), placement (labor exchange models, client-centered models, client-advocate models), follow-through, evaluation, community relations and involvement, staff development, and attitudes toward guidance. A summary of recommendations for career guidance program, future change, and brief projections on counselor role in the near future are included. (TA)

ED 149 177 CE 014 686

Herr, Edwin L.

Research in Career Education: The State of the Art. Information Series No. 106.

Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—400-76-0122

Note—89p.

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 106, $6.25, quantity and series discounts available)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Career Education, Concept Formation, Curriculum Development, *Educational Assessment, *Educational Development, Educational Objectives, *Educational Research, Educational Resources, Educational Strategies, Elementary Secondary Education, Evaluation Methods, Federal Programs, Inservice Teacher Education, Literature Reviews, Post Secondary Education, *Program Evaluation, *Research Methodology, Research Reviews (Publications), State of the Art Reviews, State Programs, Teaching Techniques

A review, analysis, and synthesis of research in career education, which identifies emerging trends, program successes, and the overall relationship of career education to vocational and general education programs, is presented in this information analysis paper. Six major sections are included. Section 1 presents perspectives on the growth and philosophy of career education, including discussion of the status and objectives of career education. Section 2 focuses on implementation approaches including multiple component school-based approaches, experience-based approaches, and the rural/residential approach. Curriculum development at the elementary, secondary, and postsecondary school levels is covered in section 3; section 4 reviews teaching/counseling methods and group methods and techniques. Section 5 cites studies dealing with effects of the following learning resources: audiovisual multimedia, print materials, mobile units, community and parents, career resources centers, and simulations. Section 6 briefly deals with staff development and describes the evaluation of inservice programs and inservice patterns. A summary of the findings described in the review and conclusions and recommendations concerning research and evaluation are included. (TA)

ED 149 178 CE 014 687

Hylton, V. Wendell

Career Education: The Role of School-Related Youth Groups and Voluntary Organizations. Information Series No. 108.

Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—400-76-0122

Note—39p.

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 108, $3.25, quantity and series discounts available)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Agency Role, *Career Education, Educational Objectives, Leadership Training, Program Effectiveness, School Community Programs, Secondary Education, Student Organizations, Vocational Education, *Voluntary Agencies, Work Experience Programs, *Youth Agencies, Youth Clubs, *Youth Employment

Purposes and activities of existing youth groups and voluntary organizations are reviewed in this information analysis paper to determine their relationship to career education. Addressed to youth groups and voluntary organization leaders and sponsors, school administrators and state department vocational education personnel, the paper also identifies areas which need youth group or volunteer participation and outlines strategies for filling these needs. Topics discussed include the following: The individual model of career education, the role of school youth groups and volunteer organizations in career education, and an overview of the current career education impact of school youth groups. School groups designed to help prepare students for occupations discussed are Distributive Education Clubs of America, Vocational Industrial Clubs of America, Future Homemakers of America, Future Business Leaders of America, Office Education Association, and Future Farmers of America. The following information about these groups is provided: Sponsoring organization, distribution, participation, types of career education emphasis provided, and contacts. An overview of the current career education impact of volunteer organizations is presented and the following volunteer organizations are described: Boys Clubs of America, Boy Scouts of America (Exploring Division), Girls Clubs of America, Inc., Girl Scouts of the USA, 4-H Clubs, Hire-A-Neighborhood-Youth (YMCA), Junior Achievement, and the American National Red Cross. (TA)

ED 149 179 CE 014 688

Peterson, Marla Vetter, Louise

Sex Fairness in Career Education. Information Series No. 109.

Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—400-76-0122

Note—43p.

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 109, $3.25, quantity and series discounts available)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Attitudes, Career Choice, *Career Education, *Change Strategies, Changing Attitudes, Educational Strategies, *Employment Patterns, Employment Practices, Employment Trends, Federal Legislation, Females, Instructional Materials, Literature Reviews, Males, Personnel Selection, Policy Formation, Resource Materials, *Sex Discrimination, Sex Role, *Sex Stereotypes, State of the Art Reviews, Working Women

Issues relating to sex fairness in career education discussed in this information analysis paper include the basis of concern for sex fairness in career education, the current status of women in employment, leadership positions in the career education work force, and ways to make career education sex fair for both women and men. Characteristics of the literature related to sex fairness in career education are summarized as follows: (1) Data on the status of women in employment are generally available but it is often difficult to determine what conditions influenced the data. (2) Women are underrepresented (a) in the awarding of federal grants and contracts by the Office of Career Education and the Bureau of Occupational and Adult Education, United States Office of Education, (b) in career education leadership positions in state departments of education, and (c) on the National Advisory Council for Career Education. (3) Sex stereotyping and sex bias in publications, career counseling, materials, textbooks, and curricular materials are extensively documented. (4) Within the next two years a variety of inservice sex fairness training materials should be available. (5) Focus seems to be on equality for women rather than equality for both sexes. Appendixes contain references and list resources for sex fairness materials and materials for use with students. (TA)

ED 149 180 CE 014 689

Seaman, Donald F.

Adult Education Teaching Techniques. Information Series No. 110.

Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—400-76-0122

Note—55p.

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 110, $3.80, quantity and series discounts available)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Adult Education, Adult Educators, Educational Needs, *Educational Research, Educational Strategies, Educational Technology, *Instructional Materials, Instructional Media, *Literature Reviews, Mass Media, Multimedia Instruction, Program Effectiveness, Research Needs, State of the Art Reviews, *Teaching Methods, *Teaching Techniques

Review and synthesis of research on effective techniques for teaching adults at different educational and occupational levels is presented in this information analysis paper intended for local adult continuing education directors and teachers of adults in education, industry, and government. The operational framework of the review is based on Verner's classifications and definitions of the terms adult education, method, technique, and device. Activities regarded as techniques by the literature in adult education are presented and discussed in alphabetical order. Where appropriate, devices are included in the discussion. Teaching techniques reviewed are the following: brainstorming, case study, correspondence study, critical incident, demonstration, exhibit, field trip forum, group discussion, independent study, individualized instruction, lecture, microteaching, newsletters, panel, programmed instruction, role playing, self-instructional modules, simulation, skit, symposium, telelecture, and tutorial. Certain media with a unique nature of special impact potential are discussed in the section on influence of media (multimedia and mass media). Conclusions are made based on data presented in the review section. The section on research priorities for the future contains suggestions regarding the development of a research base for identifying, selecting, and applying adult education teaching techniques. (TA)

ED 149 181 CE 014 690

Butler, Roy L.

Industry/Education Cooperation for Adult Continuing Education. Information Series No. 111.

Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—400-76-0122

Note—29p.

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 111, $2.80, quantity and series discounts available)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Adult Education, Change Strategies, *Educational Strategies, Government Role, *Interinstitutional Cooperation, Literature Reviews, *Program Development, *School Industry Relationship, Socioeconomic Influences, State of the Art Reviews, Vocational Education

Focus of this information analysis paper is on (1) brief review of the definition of adult continuing education, (2) some critical problems that set forth imperatives for greater industry/education cooperation, (3) barriers and facilitators relating to industry/education cooperation, (4) joint ventures and new developments in the industry/education cooperation arena, and (5) suggested techniques and implications for future industry/education research and development activities. Specific topics discussed include economic, social, and technological conditions that impact on adult education needs (population age shifts, unemployment, underemployment, working women, energy). A sample of industry/education activities studies, reports, books, and newsletters which give visibility to industry/education cooperative efforts is presented, many of which are aimed at reducing the criticalness of the economic, social, and technological problems discussed, and at assessing and/or improving cooperative linkages between industry and education. Conclusions and recommendations call for reorienting adult continuing education programs and more intensive cooperation among business, industry, labor, and education to provide relevant continuing education programs for adults. (TA)

ED 149 182 CE 014 691

Lumsden, D. Barry

Preretirement Education. Information Series No. 112.

Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—400-76-0122

Note—23p.

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 112, $2.35, quantity and series discounts available)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Development, Adult Education Programs, Affective Objectives, Attitudes, Changing Attitudes, Concept Formation, Counseling Programs, Educational Gerontology, *Educational Needs, *Educational Planning, Employment, Literature Reviews, *Older Adults, *Personal Adjustment, *Retirement, Social Attitudes, Surveys, *Work Attitudes

Drawing from extensive resources in the area of retirement and gerontology, this information analysis paper, which discusses preparation for retirement and advanced age, has three primary objectives: (1) to assess the psychological effects of retirement on the individual, (2) to assess preretirement conditions and attitudes that affect the individual's adjustment to retirement, and (3) to identify and discuss preretirement learning experiences that further the effective and successful adjustment to retirement. Intended for adult educators, middle-aged persons, and business/industry personnel managers, discussion centers mainly on the content (affective and cognitive) of preretirement education programs with a brief discussion of the educational needs of older adults, and appropriate educational practices. The following topics are covered: Work vs. Retirement, Adjustment to Retirement, Planning Retirement Education, and Needed: A New Approach to Planning. The terms "work" and "retirement" are defined and surveys of attitudes toward work and retirement are discussed, along with studies relating data on prere-

tirement attitudes and preretirement planning and counseling programs. An exploration of the implications of research for planning programs of preretirement education is also provided. The need to alter stereotypes and to form favorable attitudes about aging and the aged is stressed. A partial bibliography of literature of attitudes and aging, and a partial bibliography of literature of preretirement education programs are appended. (TA)

ED 149 183 CE 014 692

Grabowski, Stanley M.

Adult and Continuing Education: The Next Ten Years. Information Series No. 114.

Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—400-76-0122

Note—32p.

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 114, $2.80, quantity and series discounts available)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Education, *Adult Education Programs, Adult Educators, Adult Programs, *Educational Development, Educational Needs, Educational Strategies, *Futures (of Society), Literature Reviews, Postsecondary Education, Professional Continuing Education, State of the Art Reviews, Teacher Role

Futurism for adult and continuing education in the next ten years is the focus of this information analysis paper intended for adult educators and researchers. The paper is based on (1) literature practices in the field, (2) discussions with colleagues, (3) personal observations and experiences, (4) participation in futures conferences about adult and continuing education, and (5) results of futures conferences including the series of "futures meetings" in different regions of the country conducted by the National Advisory Council on Adult Education during 1976 and 1977. Topics discussed include the following: the field of adult and continuing education, current trends and issues/impact on future (including nontraditional programs), alternative educational opportunities for adults, and resulting future issues (including emphasis on avocational education, space-free and time-free learning, linkages, funding, legislation, mass media and technology and related issues). The conclusion emphasizes that the future of adult and continuing education is an optimistic one and that there will be more demand for adult educators, who will be more like brokers, planners, counselors, developers, and linkers than the traditional teachers they have principally been in the past. A synthesis of several regional "futures meetings" is appended. (TA)

ED 149 184 CE 014 693

Knaak, William C.

Competency-Based Vocational Education: A Review. Information Series No. 115.

Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—400-76-0122

Note—60p.

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 115, $3.80, quantity and series discounts available)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Behavioral Objectives, Curriculum Development, *Definitions, Educational Accountability, Educational Objectives, Educational Planning, Educational Research, Educational Strategies, Elementary Secondary Education, Higher Education, *Individualized Instruction, Literature Reviews, *Performance Based Education, Performance Based Teacher Education, Program Development, *Vocational Education

A review of the literature base on competency-based education (CBE) as it relates to vocational education (competency-based vocational education or CBVE) is presented in this information analysis paper. The following topics are discussed: differences between traditional and competency-based education; growth and breadth of CBVE (including discussion of professional teacher education, professional education, college and university CBE courses, state boards and state departments of education, vocational-technical institutes and community colleges, the military, industry, and other countries); critical components in the specification of learner objectives (including discussion of determining which competencies to teach, criterion or standard to be attained, assumptions about aptitudes of learners, and rhetoric and consistency of model); providing instruction; assessing the learning experience; and priorities for research. The author recommends (1) that vocational educators recognize the interrelatedness of CBVE, mastery learning, and individualized instruction, and develop instructional programs, learning materials, and progress reporting systems that embody all three concepts, (2) that the writing of performance criteria be standardized around three components: a statement of visible performance or behavior required, a statement of the conditions under which mastery will be attained, and a description of the standard or criterion to be reached, and (3) that a dictionary of common definitions for CBVE be developed. (TA)

ED 149 185 CE 014 694

Welch, Frederick G.

Cooperative Education: A Review. Information Series No. 116.

Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—400-76-0122

Note—80p.

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 116, $5.50, quantity and series discounts available)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Adult Education Programs, *Cooperative Education, *Cooperative Programs, Disadvantaged Groups, Disadvantaged Youth, Distributive Education, Educational Objectives, Educational Research, Educational Strategies, Job Placement, Literature Reviews, Post Secondary Education, Program Descriptions, Secondary Education, Special Education, *Student Placement, Vocational Development, *Vocational Education, *Work Experience Programs, Work Study Programs

A literature review of cooperative vocational education programs at the secondary and postsecondary levels is presented in this information analysis paper. Two different approaches to cooperative education are identified: (1) the capstone approach, in which the student receives one or more years of in-school vocational training prior to the cooperative experience in specialty areas, and (2) the diversified occupations approach, in which much of the vocational training is done on the job, with little or no formal in-school instruction prior to cooperative experience. Other topics discussed include the following: world of work and career decision making; cooperative education and the special needs student; cooperative education in higher education; adult education (cooperative distributive education for disadvantaged young adults, preretirement programs); cost-benefits; and concerns and problems of cooperative education. Summaries suggest that (1) instructional modes will vary according to expected objective, (2) the world of work involvement provides a sound base for aiding students in making realistic career decisions, (3) cooperative vocational education coordinators should have adequate skills and knowledges in dealing with special needs people to insure maximum success, (4) cooperative programs in adult education will be emerging at a greater rate as the lifelong learning concept is accepted by more adults, and (5) the benefits of cooperative education outweigh its cost. (TA)

ED 149 186 CE 014 695

McKinney, Floyd

Program Evaluation in Vocational Education: A Review. Information Series No. 117.

Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—400-76-0122

Note—41p.

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 117, $3.25, quantity and series discounts available)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Cost Effectiveness, Curriculum Development, Educational Administration, *Educational Assessment, Evaluation, *Evaluation Methods, Literature Reviews, Models, Needs Assessment, Program Costs, *Program Evaluation, *Program Validation, Research Needs, Summative Evaluation, Surveys, *Vocational Education, Vocational Followup

A summary and analysis of the significant literature on evaluation of vocational education, focusing on a limited number of evalustion efforts that reflect strategies typically used in vocational education, is presented in this information analysis paper. The paper is intended for curriculum developers, teachers, and administrators in vocational education, state education department staff, and researchers. The following topics are discussed: purpose of evaluation, evaluation defined, evaluation models, needs assessment, former student follow-up (including definition, objectives, groups to involve in conducting follow-up studies, groups to follow-up, techniques, instrument development, and conducting the follow-up), employer surveys, student/parent surveys, cost benefit studies, information systems, state advisory council studies, and standards and reviews. Recommendations based on a review of most of the materials included in the references list on vocational education program evaluation include the following: program evaluation in vocational education needs (1) to be a continuous effort, (2) a more systematic approach, (3) more emphasis on cost analysis, (4) assessment of personnel development, (5) development of specific and measurable program objectives, (6) research in all areas of methodology, (7) more people involved, (8) systematic and comprehensive information systems for collecting information, and (9) emphasis on both theoretical and practical evaluation bases. (TA)

ED 149 187 CE 014 696

Peterson, John C.

Metrics for Occupations. Information Series No. 118.

Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—400-76-0122

Note—57p.; Parts of appendixes in this doucment may be marginally legible due to type size

Available from—National Center for Research in

Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 118, $3.80, quantity and series discounts available)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Adult Basic Education, *Change Strategies, *Educational Change, Educational Planning, Educational Strategies, Information Needs, Measurement, *Metric System, Occupational Clusters, Standards, *Vocational Education

Identifiers—United States

The metric system is discussed in this information analysis paper with regard to its history, a rationale for the United States' adoption of the metric system, a brief overview of the basic units of the metric system, examples of how the metric system will be used in different occupations, and recommendations for research and development. The intent is to assist curriculum developers, administrators, and program planners in vocational, technical, and adult basic education in understanding issues in metrication, the metric system, and curriculum and instructional strategies as they begin the transition to the metric system of measurement. The basic parts of the metric system (linear measure, area, volume and capacity, mass, temperature, and metric notation) and the changes that will need to be made in different occupations are discussed with illustrations provided where appropriate. Occupations discussed are grouped under the following cluster headings: agribusiness and natural resources, business and office, communication media, construction, environmental control, health occupations, home economics, hospitality and recreation, manufacturing, marketing and distribution, personal services, public services, and transportation. Appendixes include tables of metric unit prefixes and typing and keypunching style sheets for metric notation. (TA)

ED 149 188 CE 014 697

Hull, Marc E.

Vocational Education for the Handicapped: A Review. Information Series No. 119.

Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—400-76-0122

Note—67p.

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 119, $5.10, quantity and series discounts available)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Curriculum Development, Educational Assessment, Educational Needs, *Educational Strategies, Equal Education, Federal Legislation, *Handicapped Students, Literature Reviews, Post Secondary Education, *Regular Class Placement, Secondary Education, Special Education, *Vocational Education

A review and synthesis of programming and techniques useful in providing vocational education to handicapped secondary and postsecondary school students is presented in this information analysis paper. Information and insights are given so that vocational administrators and supervisors can assess their efforts to provide equal opportunities for the handicapped to participate fully in all facets of vocational education including youth organizations, cooperative vocational education, vocational guidance services, and consumer education. Also, practical suggestions are included for effectively accommodating handicapped students through both regular and special instructional arrangements. Specific topics discussed include the following: rationale for the participation of the handicapped in vocational education, barriers to participation, impact of legislation, identifying the handicapped, developing appropriate program alternatives for serving the handicapped, prevocational education, role of vocational education in comprehensive secondary programming for the academically handicapped, need for interagency cooperation, curriculum and instructional materials to assist in vocational training, personnel preparation, evaluation of students and programs, and professional organizations. The conclusion is made that emphasis of the future must be one of equal access and maximum accommodation. The appendix contains descriptions of information systems on the handicapped. (TA)

ED 149 189 CE 014 698

Schenck, John Phillip

Sex Fairness in Vocational Education. Information Series No. 120.

Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—400-76-0122

Note—54p.

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 120, $3.80, quantity and series discounts available)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Career Choice, *Career Education, *Change Strategies, Educational Change, Enrollment Influences, Equal Opportunities (Jobs), Federal Legislation, Literature Reviews, Occupational Information, Program Development, *Sex Discrimination, Sex Role, *Sex Stereotypes, Social Attitudes, State of the Art Reviews, *Vocational Education

A review and analysis of programs and strategies which help program planners and curriculum developers eliminate sex bias in vocational education are presented in this state-of-the-art paper. It is noted that vocational educators are only now beginning to report in any volume on the subject of sex fairness and that there is little doctoral research in this area. The following topics and issues are discussed: sex fairness in vocational education as a warranted assumption, impact on careers of sex-role stereotyping and sex bias in vocational education, forces promoting sex fairness in vocational education (including socialization, instructional materials, vocational interest inventories, world of employment), and forces promoting the eradication of sex unfairness in vocational education (including legislation). Recommendations are made to maximize reduction of sex unfairness in vocational education. These include the following: enforce appropriate laws, provide overt support, take affirmative action, provide new models for vocational aspirations, require inservice education for vocational educators, re-examine the principles of vocational education, and disseminate information. (TA)

ED 149 190 CE 014 699

Kowle, Carol P.

Issues and Policy In Vocational Education. Information Series No. 121.

Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—400-76-0122

Note—19p.

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 121, $2.35, quantity and series discounts available)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Educational Needs, *Educational Policy, *Federal Legislation, Government Role, Literature Reviews, Policy, *Policy Formation, Political Influences, Political Issues, Politics, Public Policy, *Research Utilization, Socioeconomic Influences, State of the Art Reviews, *Vocational Education

This information analysis paper distinguishes between issues and policy in vocational education, identifies current issues and outlines official policies, and makes recommendations for coordination among leaders who develop issues and policies in vocational education. Its synthesis of recent studies of vocational education supports the notion of an extension of vocational education's goals, target populations, and cooperating agencies. Areas of emphasis identified for vocational education policy include the need for increased job satisfaction, opportunities for retraining, flexible programming to meet individual needs, accountability through evaluation, responsiveness to labor market supply and demand, coordination among various agencies and institutions, elimination of sex bias, and availability of vocational education to minorities and the disadvantaged. The author concludes by recommending the application of research to policy decisions and by raising questions for policy makers to consider. (TA)

ED 149 191 CE 014 700

Stevenson, William W.

The Educational Amendments of 1976 and Their Implications for Vocational Education. Information Series No. 122.

Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—400-76-0122

Note—21p.

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 122, $2.35, quantity and series discounts available)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Disadvantaged Groups, *Educational Legislation, *Educational Needs, *Educational Policy, *Federal Legislation, Government Role, Handicapped Students, Interagency Cooperation, Non English Speaking, *Political Influences, Political Issues, Politics, Program Development, Program Evaluation, Program Planning, Public Policy, Sex Discrimination, State of the Art Reviews, *Vocational Education

Identifiers—*Education Amendments 1976

This information analysis paper examines the Educational Amendments of 1976 projecting the effect of the amendments of vocational and technical education which may result and discussing immediate as well as long-range implications of the amendments. Organization of the paper is around areas of special legislative emphasis that will create the greatest change in vocational education: planning, data and information, evaluation, elimination of sex bias and sex stereotyping, special groups (disadvantaged, handicapped, English deficient), and program improvement (research and curriculum). Overall directives of the amendments are summarized and changes in internal operations of departments and programs of vocational education and changes that affect vocational education's relationships with other agencies such as the Comprehensive Employment and Training Act and with the public are discussed. Noting that the law is a good one but that there are problems with how it is funded, the author concludes that planning, data and information, and evaluation systems will probably become more sophisticated and will involve and influence a much broader segment of society, that the thrust to eliminate sex bias and stereotyping will hopefully cause vocational education to become more open and accepting in both programs and staffing, and that research has a tremendous challenge in providing the understanding and knowledge needed to channel change. (TA)

ED 149 192 CE 014 701

Peterson, John C. And Others

Information Resources for Education. First Edition. Information Series No. 123.

Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—400-76-0122

Note—127p.; Several sample printouts may not reproduce well due to faint type

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 123, $8.25, quantity and series discounts available)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Computers, *Data Bases, *Educational Resources, *Information Dissemination, Information Networks, Information Retrieval, *Information Sources, Information Systems, *On Line Systems, Program Descriptions, *Resource Guides, Resource Materials, Search Strategies

Online data bases useful in education described in this paper resulted from an information resources workshop conducted in Illinois in 1977. There are two major sections in the paper. The first section, Data Bases, contains one-page summaries of thirty-two online data bases of interest to people in education. Data base types include bibliographies, funding information, statistics, government publications and proceedings, and specific subject areas. There is also a list of twenty additional data bases for which summary pages are not included. Information for interpreting data base sheets are provided, including acronym, name of data base, major area(s), subjects covered, size of data base, date established, publications/print journals, update frequency, thesaurus/search aids, types of source documents, forms of retrievable information, document copies available, information contact, and systems/vendors. The topic question "How can the reading ability of adults be improved?" was used in searching twenty other data bases. Samples from this search follow the one-page summaries of each data base and a reading guide is provided. The second major section is Dissemination Systems, Networks, and Projects. One-page summary sheets are included for eighteen state and national dissemination systems. A list of contact persons at the state or regional offices of the networks are included with these pages. (TA)

ED 149 193 CE 014 702

Kopp, Lee Cap, Orest

Business/Industry/Labor and Personnel Development in Vocational Education. Information Series No. 124.

Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—400-76-0122

Note—49p.

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 124, $3.80, quantity and series discounts available)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Business, *Educational Strategies, Exchange Programs, Field Experience Programs, Higher Education, Industry, *Interinstitutional Cooperation, Internship Programs, Labor Unions, Literature Reviews, *Program Descriptions, Program Development, Released Time, *School Industry Relationship, State of the Art Reviews, Teacher Education, *Vocational Education, *Vocational Education Teachers, Work Experience

Effective strategies to maximize the input of business, industry, and labor in vocational education personnel development programs are the focus of this information analysis paper. Topics developed in the paper include program development aspects of business, industry, and labor linkages with vocational education as they concern advantages of educators establishing linkages, and constraints to establishing these linkages. Successful examples of linkages, described in terms of benefits and prevailing patterns of programs, include the following: (1) personnel exchange programs, which provide opportunities for short-term, up-to-date work experiences for vocational educators, (2) cooperative internship programs, which provide relevant educational experiences that cannot be obtained through university instruction, and (3) business/industry/labor programs, which include industry-education councils, workshops, seminars, conferences, plant visits, and fellowships. Research dealing with these training programs is briefly discussed. Summary observations based on the literature review concerning the present state of business, industry, and labor linkages with vocational teacher education departments are presented. (TA)

ED 150 269 CE 012 104

Pulver, James A., Ed.

The Role of the Consumer In Assuring Quality Health Care.

New Mexico Regional Medical Program, Albuquerque.

Pub Date—Jun 73

Note—87p.

Available from—New Mexico Regional Medical Program, 2701 Frontier, N.E., Albuquerque, N.M. 87131 ($1.25)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Communication Problems, Conference Reports, *Consumer Education, *Consumer Protection, Disadvantaged Groups, Financial Problems, *Health Education, *Health Services

Based on the work of a task force of sixty-eight professionals (from medical and other related occupational fields) who met to define the role of the consumer in the improvement of the quality of his own health care, lists of positive directives for consumer action are presented under each of the following categories: access to health care, compliance with health care instruction, continuity of health care, and the outcomes of health care. A second set of lists focuses on the role of the consumer in overcoming barriers to quality health care, barriers relating to communications, cultural patterns, and cost. The appendixes, covering a major portion of the document, include the explanation of the origin of the conference and the charge, development of the plans, all conference addresses, and the evaluation. (BM)

ED 150 271 CE 012 237

Hinton, Bernard L. Barrow, Jeffrey C.

Personality Correlates of the Reinforcement Propensities of Leaders.

Pub Date—[72]

Note—22p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administrator Characteristics, Behavioral Science Research, Behavior Patterns, *Individual Characteristics, Individual Differences, Interpersonal Relationship, Leadership, Leadership Qualities, *Leadership Styles, *Negative Reinforcement, Personality Assessment, Personality Studies, Personnel Management, *Positive Reinforcement, Prediction, Predictor Variables, Psychological Characteristics, Reinforcement, Reinforcers, Supervision, Supervisors, Supervisory Methods

A study was done to investigate the relationship between a selected set of personality dimensions and the propensities of supervisors to use varying levels of both positive and negative reinforcements. Data were collected during exercises involving 129 male undergraduate business students carried out in a behavioral laboratory wherein a production-type organization was simulated. Utilizing linear discriminant analysis, various comparisons were made between positive and negative reinforcers in order to classify individuals into different categories of reinforcing behavior using personality measurements as predictor variables. Major findings follow: (1) It is possible to identify certain personality characteristics associated with different styles of supervisory reinforcing practices; (2) those individuals who use highly rewarding methods tend to be willing to take responsibility for their own actions; are more relaxed, tranquil, and unfrustrated; prefer to make their own decisions; are careful and conventional in their approaches; and are more enthusiastic, sentimental, and natural in their outlook on life; and (3) on the other hand, those individuals who rely more on the use of negative sanctions appear to be more socially bold and unihibited in their behaviors; are more suspicious, self-opinionated and careless in their protocol; think more in abstract terms; are less willing to be truthful with themselves; and yet are more conscientious. (EM)

ED 150 272 CE 012 351

Jelinek, Mariann

Career Management and Women.

Pub Date—3 Jun 77

Note—21p.; Paper presented at the Annual Conference of the International Communication Association (27th, Berlin, Germany, June 3, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Behavior Patterns, *Employment Patterns, Equal Opportunities (Jobs), Family Background, *Females, Individual Characteristics, *Management, Management Development, Management Education, Research Methodology, *Research Needs, Research Problems, Role Conflict, Role Models, Role Perception, Sex Discrimination, Sex Role, *Sex Stereotypes, Trend Analysis, *Vocational Development, Working Women

Until recently, research on management and careers typically examined white, middle-class male subjects. Patterns, norms, and career problems brought to light by this research are not necessarily applicable to wider populations. When studies on women did appear, at first they were typically more polemical than scientific; they sought to prove discrimination. More recent research takes a broader more useful view of the underlying mechanisms of career management. Attention to multiple roles and sequential careers has suggested a far more complex and sophisticated view of careers, as well as valuable insights applicable to both sexes. More research and more information are needed to flesh out the new conceptual models being formed, in particular, more investigations of role-conflict in men; more thoughtful considerations of nontraditional career patterns—which may be more common than uncommon; and continued careful re-examination of stereotypes and assumptions in explaining adult career paths. The outcome of such research will undoubtedly be much better managers at all levels, for both male and female, and better use of the scarcest resource of competent human beings. (Author/TA)

ED 150 276 CE 012 407

Consumer Education for Kindergarten through Grade 8.

Illinois State Office of Education, Springfield. Div. of Program Planning and Development.

Pub Date—Sep 76

Note—64p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Consumer Education, Consumer Protection, Curriculum Guides, *Educational Objectives, Elementary Education, Family Life Education, Fused Curriculum, Intermediate Grades, *Learning Activities, Money Management, Primary Education, Purchasing, Resource Materials, Safety

This guide is intended to assist school administrative personnel in the integration of consumer educa-

tion into the curriculum at the elementary level and to assist teachers in planning and implementing consumer education concepts at the primary, intermediate, and upper elementary levels in language arts, mathematics, science, and social studies programs. For each topic contained in the guide there is a content outline followed by performance objectives and related activities for each of the three levels. The consumer education topics are consumer rights and responsibilities, factors in money management decisions, money and banking, comparison shopping, using consumer credit, measurement awareness, food, clothing, housing, transportation, community helpers, consumer health, recreation, warranties and guarantees, consumer fraud and deception, insurance, savings and investments, taxes, and the role of the consumer in our economic system. Selected consumer education materials and selected sources of consumer education information and materials are listed. (TA)

ED 150 277 CE 012 516

Toney, John W.

Evaluation of the Second-Shift Program at the Johnstown Area Vocational-Technical School. Final Report.

Pittsburgh Univ., Pa. School of Education.

Spons Agency—Greater Johnstown Area Technical School, Pa.; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date—Jun 74

Note—40p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Academic Achievement, Basic Skills, *Career Awareness, *Educational Alternatives, Educational Objectives, Mathematics, Parent Attitudes, Program Descriptions, Program Evaluation, Reading Achievement, Reading Development, Secondary Education, Secondary School Students, *Skill Development, *Student Attitudes, *Vocational Development, Vocational Education

Identifiers—Pennsylvania

An evaluation was conducted to measure and assess student growth and development in the Second-Shift Program at the Johnstown Area Vocational-Technical School (Pennsylvania). The program was designed to provide educational services to students not generally accepted into the school's regular vocational program (eighteen of the forty participating students were identified as special education students), and was concerned with increasing the students' reading ability, computation skills, and familiarity with occupations. Appropriate evaluation instruments were administered to all subjects in the project, either as pretests and posttests or as posttests only. Evaluation project objectives were developed in the following areas: reading achievement as measured by grade level attainment, mathematics achievement, general educational development and achievement, interest in and attitude toward school, familiarity with occupations, interest in an occupational area, attitude toward relevance of academic subjects, decreases in discipline problems, and increases in school attendance. It was found that student achievement as measured by standardized reading and mathematics tests was significant; some students made dramatic advances with respect to grade level attainment; and student attitudes toward school improved significantly. Knowledge of and interest in occupations as measured by the posttest was at a level where much student development might be attributed to the program. (Appendixes contain the pre- and posttest school attitude assessment scale, the parent attitude assessment scale, and data for the occupational interest and knowledge survey.) (TA)

ED 150 278 CE 012 971

Sandagata, Robert L.

The Implementation of the East Shore Career Education Center. Final Report.

East Shore Career Education Center, East Haven, Conn.

Spons Agency—Connecticut Vocational Education Research and Planning Unit, Hartford.

Pub Date—Jul 77

Note—65p.; Appendix B (four pages), program proposal forms, were removed due to poor reproducibility ; Best copy available

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Career Education, *Career Exploration, Comprehensive Programs, *Cooperative Planning, Cooperative Programs, Educational Objectives, Elementary Secondary Education, Fused Curriculum, Inservice Teacher Education, Occupational Guidance, Program Descriptions, *Program Development, Program Planning, Resource Centers, Shared Facilities, *Shared Services, Student Needs, Work Experience Programs

Identifiers—Connecticut

Implementation activities for a one-year period are reported for the East Shore Career Education Center (ESCEC), designed to implement a continuous career education program for grades K-12 in the communities of Branford, North Branford, East Haven, and Guilford (Connecticut). Goals and objectives of the project included the following: to provide a career resources center as the focal point of career activities; to assist elementary and middle-school teachers in infusing career education concepts, techniques, and activities into the existing curriculums; to provide career awareness and exploratory activities for middle-school students; to provide career exploratory activities and experiences for high school students; to provide shared career preparation activities (vocational training) supplemental to existing programs based on sharing local facilities and resources; and to plan and develop K-12 career education programs and services for special needs (handicapped) students. Specific areas such as the development of shared vocational training courses and the provision of student services took priority over other goals and objectives. Some of the conclusions/recommendations made concerning ESCEC's first year were (1) meetings with local school principals and key coordinating personnel in local school districts enabled ESCEC to provide several districts with comprehensive inservice coverage of their staffs, (2) efforts should be made to follow in-school career information programs with shared in-depth career information programs on specific areas of students' interests, and (3) ESCEC is well into the process of developing a unique model for career education for the state of Connecticut. (TA)

ED 150 279 CE 012 998

Fraser, Larry And Others

The Vocational Educator's Guide to Competency-Based Personalized Instruction.

Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Note—67p.; Guide prepared by Project H.O.P.E.

Available from—Minnesota Instructional Materials Center, 3554 White Bear Avenue, White Bear Lake, Minnesota 55110 ($1.25)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Guides, *Curriculum Development, Curriculum Evaluation, Curriculum Planning, *Guidelines, Guides, *Individualized Curriculum, *Performance Based Education, Rating Scales, *Vocational Education

Identifiers—*Project HOPE

Designed for use by vocational educators in planning, developing, and implementing a competency-based curriculum that is individualized, this guide begins with definitions of "competency-based curriculum" and "personalized instruction" and rationale for their use. A section on planning suggests resources to check before planning a new curriculum and outlines the first three of seven suggested steps for developing a competency-based personalized instructional system: develop a philosophy, define terms, and develop a plan. This is followed by a section on curriculum development which covers the next two steps: determine competencies and tasks and organize instructional resources (learning packets; objectives; mode, method, and media; learning activities or strategies; and evaluation of learning). The sixth step, manage the learning environment, is discussed in a section covering the role of the instructor, testing and grading, monitoring the student's progress, monitoring the student's attendance, and using learning contracts. Evaluation and revision of the system, the final step, is outlined under two topics: areas needing evaluation and revision. A final section on assessment contains rating scales for use in assessing the extent to which an existing program is personalized and in assessing progress toward personalization once a revised program is in operation. A bibliography of suggested resources is appended. (JT)

ED 150 280 CE 013 147

The E.P.D.A. Instructional System Design Training Project. Final Report.

Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—75

Contract—OEG-5-74-0144

Note—382p.

EDRS Price MF-$0.83 HC-$20.75 Plus Postage.

Descriptors—Behavioral Objectives, Curriculum Guides, Educational Research, Educational Resources, Faculty Development, *Inservice Programs, Inservice Teacher Education, Institutes (Training Programs), Instructional Materials, *Instructional Systems, Job Analysis, Job Skills, Learning Activities, *Learning Modules, Models, Performance Based Education, *Program Development, Program Guides, Resource Materials, Skill Analysis, Systems Approach, Systems Development, *Task Analysis, *Vocational Education, Vocational Education Teachers, Workshops

A vocational education project was undertaken to (1) design and develop a training package to train teachers and curriculum personnel in the development of instructional systems based on task lists and performance, (2) organize and conduct an institute for training teachers and curriculum personnel in the development of instructional systems based on performance and using data gathered from occupational analysis, and (3) have a pool of trained professionals for instructional development at both state and local levels. The project results are as follows: (1) A working instructional system design (ISD) model and the accompanying strategies were developed that enabled vocational personnel to apply the systems approach to designing and developing instructional programs, (2) all project activities culminated in a one-week institute (workshop) where vocational teachers, directors, supervisors, and teacher educators were trained in the system concepts and applied strategies, and (3) thirty-four vocational personnel were introduced to the ISD concepts and applied strategies. Most of this book consists of the institute training package and includes the workshop goals, schedules of activities, a bibliography, the ISD model, and workshop modules. These modules concern systems and the systems approach to instructional design, task survey, occupational analysis and performance objectives. The presentation of six sample course outlines and course of studies developed by the workshop participants concludes this document. (EM)

ED 150 281 CE 013 174

Hole, F. Marvin And Others

Assessment of Inservice Needs of Part-Time Adult Vocational Teachers in Pennsylvania. Vocational-Technical Education Research Report. Adult Vocational Education, Monograph Number 1.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—Jun 77

Note—108p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Adult Educators, Adult Vocational Education, Demography, Educational Interest, *Educational Needs, Educational Research, Faculty Development, *Inservice Teacher Education, Needs Assessment, Opinions, Part Time Teachers, State Surveys, *Teacher Attitudes, Teacher Evaluation, Teacher Qualifications, Teaching Quality, *Teaching Skills, *Vocational Education Teachers

Identifiers—Pennsylvania

A study was done to determine demographic characteristics, inservice needs, and preferences toward inservice activities of part-time adult vocational teachers in Pennsylvania. A survey instrument was sent to 4,141 individuals currently teaching adult vocational classes in Pennsylvania. The respondents were asked for background information, their perceptions of desire for and acquired proficiency levels in thirty-four competency areas, and their preferences toward inservice activities. The results of this study found (1) that most adult vocational teachers were teaching at the secondary level full-time and at the adult level part-time, (2) that the majority of adult vocational teachers held no valid teaching certificate and were not pursuing any type of degree or certificate, (3) that adult vocational teachers perceived themselves as being less proficient than desired for adult vocational teachers in most competency areas, (4) that the competency areas in which adult vocational teachers needed to improve their proficiency to the largest degree were in providing special instruction or assistance to second language or disadvantaged and handicapped students, and in utilizing an advisory committee to determine student and community needs, and (5) that although adult vocational teachers differed on the preferred strategies for carrying out inservice activities, 75% indicated a willingness to participate. (The survey instrument and a table showing the respondents' status in thirty-four competency areas are appended.) (Author/EM)

ED 150 282 CE 013 375

Cooperative Education Handbook.

Tidewater Community Coll., Portsmouth, Va. Virginia Beach Campus.

Pub Date—[76]

Note—21p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Community Colleges, *Cooperative Education, Cooperative Programs, Course Objectives, Educational Objectives, *Employee Responsibility, Employer Employee Relationship, Employment Interviews, Field Experience Programs, *Guidelines, Junior Colleges, Program Administration, Program Content, Program Coordination, Program Descriptions, Program Guides, School Community Cooperation, Student Evaluation, *Student Responsibility, *Work Experience Programs

Identifiers—Virginia

Designed for students participating in the cooperative education program at Tidewater Community College (Virginia Beach Campus), this handbook includes the following information and guidelines: the philosophy of the college and the broad objectives of its cooperative education program; specific student, employer, and college objectives; a description of the administration and operation of the program, including such information as program structure, student eligibility, registration, and fees; and guidelines and responsibilities of the students during their period of employment, including information concerning assignments, attendance, and evaluation. Included in the appendix are hints for developing good interviewing skills and maintaining good impressions after employment. (BM)

ED 150 283 CE 013 640

Experience-Based Career Education. High School Level Demonstration Project. Interim Report. First Year (September 20, 1976 to September 20, 1977).

Greenville County School District, Greenville, S.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—20 Sep 77

Contract—G04-76-03004

Note—376p.; Several pages of confidential student information were removed. Several pages of appended material may not reproduce well due to faint, broken type

EDRS Price MF-$0.83 HC-$20.75 Plus Postage.

Descriptors—Academic Achievement, Basic Skills, *Career Education, Career Exploration, Curriculum Development, Demonstration Projects, Educational Alternatives, Educational Objectives, Employer Attitudes, Individualized Curriculum, Learning Activities, Occupational Guidance, Parent Attitudes, Performance Based Education, Program Descriptions, *Program Development, Program Effectiveness, Program Evaluation, Resource Materials, School Community Cooperation, Senior High Schools, Skill Development, Student Attitudes, *Student Improvement, *Vocational Development, *Work Experience Programs

Identifiers—*Experience Based Career Education, South Carolina

The first year of a demonstration experience-based career education (EBCE) project implemented to provide realistic career information to J.L. Mann High School (South Carolina) students was evaluated. The project was intended to provide the EBCE students with community-based career experiences structured to reinforce academic instruction, and combined community experiences in relation to the student's own interests, aptitudes, and abilities. An individualized course of instruction in English and mathematics was provided to enhance student achievement in basic skills. Evaluation data indicated an overall very favorable response to the EBCE program from students, parents, and the community. Twenty-one of the thirty-four students in the program rated the EBCE experience as "more satisfying" than former regular school experience, whereas only two rated it as "less satisfying." Limited cognitive data indicated that the EBCE students achieved as well in academic areas as they would have achieved in the conventional program. (Appendixes, which make up the greater part of the document, include various project materials, e.g., management schedule documentation, dissemination schedule documentation, dissemination products, EBCE student handbook, and career guidance objectives and criterion referenced activities for the classroom teachers. (TA)

ED 150 285 CE 013 843

Crawford, George Mikel, Cecil

Experience Based Career Education at Wichita East High School: A Third Party Evaluation.

Wichita Public Schools, Kans.

Pub Date—[77]

Note—40p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Academic Achievement, *Career Education, Career Exploration, *Educational Alternatives, Educational Objectives, Parent Attitudes, *Program Attitudes, Program Effectiveness, Program Evaluation, *School Community Cooperation, Senior High Schools, Sex Discrimination, Skill Development, Student Attitudes, Student Characteristics, Student Improvement, *Vocational Development, *Work Experience Programs

Identifiers—*Experience Based Career Education, Kansas (Wichita)

The third-party evaluation presents assessment of the first cycle of operation of the Experience Based Career Education (EBCE) at Wichita East High School. Twenty-two process objectives and twelve outcome objectives were evaluated with either a nominal (yes/no) assessment of status, or a descriptive (statistical/narrative) assessment of status, as determined by interviews with program personnel, examination of project records, and administration of appropriate instruments. A pre- posttest design was used to assess outcome objectives achievement associated with academic achievement, self-esteem, career orientation, and sex bias. A self-administering checklist/open-ended response form was used to collect summative impressions of the program from students, parents, and site resource people. Pre- posttest EBCE/control results are provided for the Differential Aptitude Test, the Career Development Inventory, the Coopersmith Self-Esteem Inventory, and on the sex-role socialization questionnaire. Results of the parent evaluation, student evaluation resource surveys, and interviews conducted with resource persons at the work site are reported. It was concluded that process and outcome objectives were substantially accomplished. (Appendixes contain detailed descriptions of procedures and data for five outcome objectives.) (TA)

ED 150 286 CE 013 845

Dual Role: Consumer and Homemaking for the Occupation of Homemaker. Vocational Home Economics Curriculum Guide for Ohio.

Ohio State Dept. of Education, Columbus. Home Economics Section.

Report No.—HECH-4981

Pub Date—74

Note—741p.

EDRS Price MF-$1.33 HC-$39.51 Plus Postage.

Descriptors—*Behavioral Objectives, Career Education, Child Development, *Consumer Education, Curriculum Guides, Educational Objectives, Elementary Grades, Elementary Secondary Education, Family Life Education, Family Management, *Home Economics, Home Economics Skills, Homemaking Education, *Homemaking Skills, Integrated Curriculum, Intermediate Grades, *Learning Activities, Males, Performance Based Education, Resource Materials, Secondary Grades, Sex Role, Student Organizations, Unit Plan, Vocational Education

Identifiers—*Future Homemakers of America, Ohio

Using a competency-based approach to instruction, this K-12 curriculum guide is devoted to preparing students for dual occupations in the consumer and homemaking areas. The dual role concept is a component of vocational home economics education in Ohio, this guide is intended to provide a conceptual framework for teachers as programs are planned with students. Competencies are outlined and grouped into grade levels as follows: grades K-2, grades 3-4, grades 5-6, grades 7-8 (entry level), grade 9 (level I), grade 10 (level II), and grades 11-12 (levels III and IV). The following major content areas are included for each of the grade level groups: education and management; personal, family, and community relations; child development; foods, nutrition, and health; clothing, textiles, and related art; and housing, home furnishings, and equipment. Objectives for these areas are constructed to identify the degree of behavioral change or level of performance considered desirable and to help increase accountability in classrooms. Format of the guide outlines for each content area the unit title, concept, objective, pretest, learning strategies, and posttest. Quest (depth activities), individualized extended experiences, and Future Homemak-

ers of America suggestions also supplement each component of each concept. Special sections are included for male role competencies and additional dual role consumer and homemaking activities to be interrelated in each content area. Resources are identified by content area. (TA)

ED 150 287 CE 013 847

Kalani, Henry

Curriculum Guide for Hospitality Education. Part II. Exemplary Project.

Hawaii Univ., Honolulu. Coll. of Education.Hawaii Univ., Honolulu. Kapiolani Community Coll.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Hawaii State Board for Vocational Education, Honolulu.

Pub Date—[76]

Note—329p.; For a related document see CE 014 524; Several diagrams may not reproduce well due to small faint type

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors—Community Colleges, Core Curriculum, *Course Content, Curriculum, *Curriculum Design, *Curriculum Development, Curriculum Guides, Curriculum Planning, Demonstration Projects, Food Service Occupations, Hotels, *Job Skills, Job Training, Junior Colleges, Learning Modules, Manpower Needs, Models, Program Development, Recreation, Resource Materials, *Service Occupations, Statewide Planning, Systems Approach, *Tourism

Identifiers—*Hawaii

This second of a two-part study designed to develop a hospitality education program model for Hawaii's community colleges is based on the primary data gathered in a survey of the hospitality industry characteristics, manpower requirements, and employment demands. (Survey data is reported in volume 1 of the study.) The introductory section of this document describes the hospitality industry's growth, implications for education, and the development of the project. The introduction is followed by descriptions of the systems approach to program planning, the hospitality education program model, and its curriculum design. Seven major curriculum areas included in the program are then identified and the performance objectives of the core learning modules and specialized learning modules are presented. Finally implementation plans based on existing curriculums and courses are discussed. The appendexes comprise the majority of the document and include course outlines for the core learning modules and specialized learning modules and questions for project implementation. (BM)

ED 150 288 CE 013 955

Experienced Based Career Education. Final Report. September 17, 1977 to October 15, 1977.

Rhode Island State Dept. of Education, Providence. Div. of Vocational-Technical Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—15 Oct 77

Contract—G310-76-0052

Note—64p.; For a related document see CE 013 959 ; Parts of appendix may be marginally legible due to print quality

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Basic Skills, *Career Education, Curriculum Development, *Educational Alternatives, *Educational Objectives, Occupational Guidance, Program Descriptions, Program Evaluation, *Resource Centers, School Community Relationship, Senior High Schools, Skill Development, Vocational Counseling, *Vocational Development, *Work Experience Programs

Identifiers—*Experience Based Career Education, Rhode Island

Evaluation was conducted of the first-year operations of a project conducted with the Cranston and Central Falls School Departments (Rhode Island) which allowed eleventh and twelfth grade students to participate in experience-based career education (EBCE) as an alternative to the regular school program. Project objectives (and evaluation) focused on students, selected instructional staff of the two sending vocational technical high schools, selected guidance counselors of the high schools, and the economic community. Project procedures included the implementation of the components of career development, career guidance, and basic academics, and use of the Academic Resource Center (ARC) to further expand the integration of English and mathematics skills into a career education context. The ARC used an instructional management system based on performance objectives and available curriculum materials. It was concluded that the program goals of the first year were successfully completed: Recommendations made included more skill development active involvement in eliminating sex bias and sex stereotyping, and active recruitment of vocational students. (Appendixes contain a description of the EBCE course, an EBCE program development packet, and a curriculum sequence for guidance classes. The third-party final evaluation of the first year is available separately.) (TA)

ED 150 289 CE 013 959

Hunter, William Ewing, Patricia

Experience Based Career Education Project. Final Report.

Rhode Island Univ., Kingston. Curriculum Research and Development Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Rhode Island State Dept. of Education, Providence.

Pub Date—Aug 77

Contract—G310-76-0052

Note—70p.; For a related document see CE 013 955; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Education, *Educational Alternatives, Employer Attitudes, *Program Attitudes, Program Evaluation, School Community Relationship, Senior High Schools, Skill Development, Student Attitudes, *Student Improvement, Vocational Development, *Work Experience Programs

Identifiers—*Experience Based Career Education, Rhode Island

A third-party evaluation was conducted of the first year of an experience-based career education project (EBCE) in Rhode Island. Three sources of evaluation information were used: evaluator observations, the Community Resource Questionnaire, and the Student Skills and Attitude Inventory. Because the actual project implementation was for just one quarter, posttesting of students on pretest information was not conducted; pretest results are summarized for these instruments. It was concluded that program elements were present in time to offer initial site experiences, that the staff was committed to constantly improving the program, and that the goals of the first year were successfully completed. Recommendations for future attention included more skill development, active involvement in eliminating sex bias and sex stereotyping, and active recruitment of vocational students. (Appendixes contain a partial listing of Academic Resource Center materials and resource site and student survey forms.) (TA)

ED 150 290 CE 014 108

Career Education: Planning, Learning, Understanding, Succeeding (CE+). Interim Report.

North Dakota State Board for Vocational Education, Bismarck.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Nov 77

Contract—G08-76-00113

Note—246p.; Best copy available

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Academic Achievement, *Career Exploration, *Educational Alternatives, Educational Objectives, Employer Attitudes, Parent Attitudes, Program Descriptions, *Program Effectiveness, Program Evaluation, *School Community Cooperation, Senior High Schools, Skill Development, Student Attitudes, Student Characteristics, Student Improvement, *Vocational Development, *Work Experience Programs

Identifiers—*Experience Based Career Education, North Dakota

First-year evaluation of the Career Education Plus (CE+) project at Minot High School (North Dakota) was conducted. CE+ is an alternative educational program that provides career education learning opportunities for students in grades 9 and 10. Generalized project objectives were as follows: to provide for competencies in basic skills; to enhance good working habits and work values; to become proficient in decision making, job hunting, and job-getting skills; to explore the world of work; to provide specific training in job entry skills; and to provide for continual guidance activity. Evaluation focused on implementation of the management plan; process assessment of life, basic, and career skills learning; product evaluation of student terminal objective outcomes; and participant perceptions. Pretest and posttest comparisons were used to measure student growth, and traditional experimental and control group comparisons to measure the effect of project participation. Specific behavioral objectives either achieved or partially achieved were in the following areas: improvement in oral communication, writing skills, and basic quantitative skills; satisfactory completion of projects and competencies; development of career knowledge; and career explorations. Objectives not achieved at this point were in the areas of improvement in reading skills, development of self-knowledge, more positive attitude toward work, and higher level of career awareness. Survey results were generally favorable. (Appendixes, which comprise the major portion of the document, contain the third-party evaluation report with data analysis, and products and materials used in the project.) (TA)

ED 150 291 CE 014 150

Carroll, Adger B.

An Evaluation of Community Organization and Leadership Development in Cooperative Extension's Community Development Program. A National Task Force Report.

Mississippi State Univ., State College. Cooperative Extension Service.

Pub Date—Oct 77

Note—108p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Citizen Participation, Community Action, *Community Development, *Community Education, Community Involvement, Community Leaders, Community Organizations, Community Programs, Community Resources, Community Support, *Extension Education, Federal Programs, Federal State Relationship, Leadership Training, National Surveys, Outreach Programs, *Program Administration, *Program Effectiveness, Public Policy, State Federal Aid

Identifiers—United States

A national evaluation study was conducted to ascertain the effects of the large quantity of manpower devoted to community organization and leadership development work by state cooperative extension services. Data were sought on evaluation questions which addressed objectives and policies related to community organizational and leadership development approaches or methods used in that work, audiences which support the work, factors affecting the quality of leadership training, usefulness of that work in the extension program, and need for changing resources devoted to that work. A large number of extension service personnel were surveyed across

the nation, including fifty Community Resource Development (CRD) program leaders, 145 CRD specialists, ninety-one district administrators, and 500 local agents. Based on responses received on 627 completed survey forms, the findings included the following: (1) the majority of extension personnel rated twenty-four objectives of states in doing community development work as being important or very important, (2) the policy climate delineated by state directors is favorable for community development work by extension personnel, (3) extension personnel perceive community organization and leadership development as an integral part of the extension CRD programs, (4) extension personnel perceive the facilitating and supporting of existing organizations and leadership to be the most effective approach for community development work, and (5) under present conditions, the amount of manpower devoted to community organization and leadership development should be increased. (Seven recommendations conclude this report.) (EM)

ED 150 292 CE 014 153

Resnick, Harold S.

1977 Teacher Intern Project. Final Report.

Boston Univ., Mass. School of Education.Raytheon Data Systems Co., Norwood, Mass.

Pub Date—Dec 77

Note—54p.; Best copy available

EDRS Price MF-$0.83 HC-$3.20 Plus Postage.

Descriptors—Career Education, Change Strategies, Changing Attitudes, Cooperative Planning, Curriculum Planning, Inservice Education, *Internship Programs, *Manufacturing Industry, Post Secondary Education, Program Effectiveness, School Community Cooperation, *School Industry Relationship, Secondary Education, *Secondary School Teachers, *Summer Programs, Teacher Attitudes, Work Experience

A need for better understanding between industry and education prompted development of a program to employ eight teachers in industry on a full-time basis during the summer to broaden the teachers' understanding of the nature and scope of the industrial process. Weekly seminars were held in which the teachers shared their experiences with each other and with the company's executive staff. Each teacher agreed to also enroll in a graduate course in career education for each of two consecutive semesters following the summer internship, the purpose being to examine the activities conducted over the summer and develop subsequent programs and curriculum materials to apply in each teacher's home high school. Company employees and management trainees also enrolled in the courses, producing a continuing exchange between educators and industrialists. Two evaluation instruments were designed and pre- and posttests were administered to four different employee groups (the eight teachers were one of the four groups) to establish the attitude of the groups regarding free enterprise and to test their knowledge of how our economic system functions. Results showed only minimal changes in the attitude and knowledge among the groups, but the data revealed that the teachers did not have the negative attitude about business and industry that is often perceived by the business world. As a whole the results of the project were encouraging and plans were made to design and implement future programs that will foster positive business-school-community cooperation. (BL)

ED 150 293 CE 014 156

Starkweather, Kendall N.

Toward the Future: Society/Technology/Industrial Arts.

Pub Date—77

Note—18p.; Paper presented at the American Industrial Arts Association International Conference (New Orleans, Louisiana, April 7, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Curriculum Planning, *Educational Change, *Educational Development, *Educational Needs, Educational Planning, Educational Strategies, Educational Trends, Futures (of Society), *Industrial Arts, Industrial Arts Teachers, Industrial Education, Industrial Technology, Post Secondary Education, Secondary Education, Social Values, Speeches, *Teacher Responsibility, Teacher Role, Teaching Techniques, *Technological Advancement, Technology

The nature of society, technology, and education is related to the future and there is a need to explore the implications that each has upon industrial arts education. The incredible advanced technologies that have affected society are starting to affect education and are sure to change many characteristics of industrial arts education. As educators leading students in experiences aimed at enriching lives through the study of technology, we have to make value decisions about the nature of content which is to be taught. Regardless of one's philosophy and content interest, the study of industrial arts will increasingly evolve from an international base. We are on the edge of a new and interesting era in education. A characteristic of this era will be the use of electronic technology in the classroom as teaching aids. However, many characteristics related to learning will remain the same. Industrial arts educators should be preparing students for their future by assisting them in the study of the many technological solutions to societal problems which exist today or will be present in the years to come. Industrial arts teachers should be familiar and utilize the different forms of methodologies and activities which allow for the study of the future. (EM)

ED 150 294 CE 014 166

Strandmark, John F. And Others

Building Experience-Based Career Education: First Year Evaluation Report, 1976-1977.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Philadelphia School District, Pa.

Pub Date—25 Aug 77

Contract—J03-76-00230-502

Note—123p.; Appendix B (evaluation instrument) was removed because of copyright

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Academic Achievement, *Career Education, Career Exploration, *Educational Alternatives, Educational Objectives, Parent Attitudes, Program Administration, Program Descriptions, *Program Development, Program Effectiveness, *School Community Cooperation, Senior High Schools, Sex Stereotypes, Skill Development, Student Attitudes, Student Characteristics, Student Improvement, Teacher Attitudes, *Vocational Development, *Work Experience Programs

Identifiers—*Experience Based Career Education, Pennsylvania (Philadelphia)

A third-party evaluation was conducted of the first year of the Building Experience-Based Career Education project (BEBCE). BEBCE is a planned adaptation of the Northwest Regional Education Laboratory model (NWREL) to meet the needs of students in Philadelphia and to assist high school students in successful transition to adulthood. Career development, life skills, and basic skills are emphasized as well as extensive student exposure and experience in community learning sites. Student growth is facilitated primarily through seven individualized learning activities: career explorations, investigations, projects, life competencies, student journals, employer seminars, and term papers. Data is provided concerning five process objectives (selection and preparation of staff, preparation of learning resources, selection of students, preparation of student learning plans, implementation of learning activities), and concerning student outcomes and participant perceived effects. In addition, the evaluators addressed the area of avoidance of sex-role stereotyping in the program. Recommendations made included the following: increase nontraditional career opportunities and role models for students and provide additional staff training in sex fairness and in individualization of instruction. (TA)

ED 150 295 CE 014 169

Buttrom, Joan L. Blair, Mark W.

ExCEL, Exploring Careers Through Experiential Learning: Year One Evaluation Report.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Prince William County School Board, Manassas, Va.

Pub Date—15 Aug 77

Contract—JO3-7600227

Note—154p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Academic Achievement, *Career Education, Career Exploration, *Educational Alternatives, Educational Objectives, Parent Attitudes, Program Administration, Program Descriptions, *Program Development, *Program Effectiveness, *School Community Cooperation, Senior High Schools, Sex Stereotypes, Skill Development, Student Attitudes, Student Characteristics, Student Improvement, Teacher Attitudes, Vocational Development, *Work Experience Programs

Identifiers—*Experience Based Career Education, Virginia

A third-party evaluation was conducted of the first year of the Exploring Careers through Experiential Learning project (ExCEL). ExCEL is a planned adaptation of the Northwest Regional Education Laboratory model (NWREL) to meet the needs of students in Prince William County, Virginia, and to assist high school students in successful transition to adulthood. Career development, life skills, and basic skills are emphasized as well as extensive student exposure and experience in community learning sites. Student growth is facilitated primarily through six student learning activities: career explorations, learning levels, life skills projects, functional competencies, student journals, and employer seminars and sponsored field trips. Data was collected concerning five process objectives (selection and preparation of staff, preparation of learning resources, selection of students, preparation of student learning plans, and implementation of learning activities), and concerning student outcomes and participant perceived effects. In addition, the evaluators addressed the area of avoidance of sex-role stereotyping in the program. Recommendations made concerned the increased recruitment of the economic sector to serve as community learning sites, additional staff training in individualizing instruction, and greater opportunities for students to investigate nontraditional careers and observe nontraditional role models in work situations. (TA)

ED 150 296 CE 014 172

Design and Field Testing of a Systematic Procedure for Evaluating Vocational Programs. Final Report.

Portland Public Schools, Oreg.

Pub Date—10 Jun 75

Note—61p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Advisory Committees, Alternative Schools, *Curriculum Evaluation, *Educational Assessment, Evaluation Criteria, *Evaluation Methods, Models, Pilot Projects, *Program Evaluation, School Industry Relationship, Secondary Education, *Vocational Education

Identifiers—Vocational Village

The purpose of a project was to design and field-test a system for evaluating the adequacy of the vocational curriculum utilized by the Vocational Village, an alternative school for the training of individuals who have experienced failure in other edu-

cational settings. Focus was on the development of an evaluation model which will assess the degree of congruence between instructional curriculum and industrial needs. Use was made of representatives of business and industry as advisory committee members in each of the program clusters (industrial mechanics, marketing, food services, health occupations, office occupations, and welding/sheet metal). Four roles were assumed by committee members: (1) assist in determining level and kinds of entry-level jobs available to graduates and delineating the personal and technical skills required for these positions, (2) assist in identifying and developing the criteria for assessing student skills, (3) assist in implementing the evaluation procedures developed on the basis of the performance criteria, and (4) provide recommendations for program modification on the basis of the evaluative results. Although difficulty was initially encountered in orienting committee members and instructors, the design was formulated and pilot tested during the 1974-75 school year. Final results are yet to be seen, but initial indications of the project's impact upon the vocational curriculum are positive. Steps are being planned for follow-up and revision of the evaluation procedures. (Included are description of the Vocational Village program, project operational procedures, report of the status of the pilot testing, and preliminary conclusions.) (Author/JT)

ED 150 298 CE 014 205

Bender, Myron

Industrial Arts Curriculum Guide--Level I for North Dakota Secondary Schools Using the Cluster Technologies Approach. Final Report. Research Series No. 55.

North Dakota Univ., Grand Forks. Dept. of Industrial Technology.

Spons Agency—North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.; Office of Education (DHEW), Washington, D.C.

Pub Date—Oct 77

Note—78p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Career Education, *Cluster Grouping, Communications, Construction Industry, Course Organization, *Curriculum Development, Curriculum Guides, Educational Improvement, *Educational Objectives, Energy, Environmental Education, Graphic Arts, *Industrial Arts, *Industry, Junior High Schools, Learning Activities, Manufacturing Industry, Program Descriptions, Program Development, *Technology, Unit Plan

This guide was developed as part of a curriculum research project designed to improve the teaching-/learning process for industrial arts education in North Dakota secondary schools and to restructure subject matter into the cluster areas for efficient teaching and delivery. The guide is intended to assist industrial arts teachers in developing planned programs and courses (at the junior high school or level one phase of industrial arts) that reflect concepts related to industry and technology. It outlines the rationale and objectives for the program, content, student competencies to be developed, student learning activities, and instructional resources for each of five cluster areas. The five cluster areas included are insights into industry and technology, graphic communication, manufacturing, construction, and energy and power. Samples are included of the units and of student competencies and activity sheets in outline form listing the rationale, unit objectives, cluster area knowledge structure, and instructional resources needed to teach the unit. The appendix contains materials used in conducting the curriculum guide rewriting project. (TA)

ED 150 299 CE 014 251

Community Resource Coordinator's Guide. Washington State Community Resource System for Career Education.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—[75]

Note—44p.; For related documents see CE 014 251, CE 014 253, and CE 014 259; The Washington State Community Resource System for Career Education was developed by Toner & Associates, Inc.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrative Personnel, Administrator Guides, *Career Education, Community Cooperation, Community Coordinators, *Community Involvement, *Community Resources, Community Role, Curriculum Development, Elementary Secondary Education, Inservice Programs, *Program Development, *Program Planning, Resource Materials, *School Community Relationship

Identifiers—Washington

This handbook includes suggestions, guidelines, and techniques for helping a school or school district in planning and managing a system for involving the local community in career education activities for students in grades K-12. Guidelines cover initial planning and organization through implementation and evaluation. A coordinated, systematic approach is offered for identifying and recruiting community resources, organizing this information into local directories, providing orientation and information to local resource people, and providing teachers with easy mechaniams for using these resources in their subject areas. Topics included in the discussion of the role of community resources in career education are goals of career education in Washington State, bringing students and their community together, special considerations such as promoting career education in the community, and roles and responsibilities of educators. The handbook provides coordinators with specific guidelines on developing and maintaining a local community resource system, which involves identifying potential community resources, recruiting volunteer resources from the local community, building and maintaining an information system, providing orientation for community resource people, providing training for teachers, providing for teachers' requests for use of resources, developing follow-through communications, and evaluating the system. The framework for effective school/community relations is also discussed. Reproducible forms and sample materials mentioned in the guide are included in a related document (CE 014 259). (TA)

ED 150 300 CE 014 253

Teacher's Guide. Washington State Community Resource System for Career Education.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—[75]

Note—37p.; For related documents see CE 014 251, CE 014 253, and CE 014 259; The Washington State Community Resource System for Career Education was developed by Toner & Associates, Inc.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Education, Community Cooperation, *Community Involvement, *Community Resources, Community Role, *Curriculum Development, *Curriculum Planning, Elementary Secondary Education, Fused Curriculum, Occupational Clusters, Program Development, Resource Materials, *School Community Relationship, Staff Role, Teaching Guides, Teaching Techniques

Identifiers—Washington

This handbook includes information, ideas, and methods to help the teacher effectively use community resources in career education and focuses on relationships between curriculum subject areas and careers. Two major sections are included. The first section is a discussion of the role of community resources in career education, covering goals of career education in Washington State, bringing students and their community together, special considerations such as promoting community awareness of career education, and roles and responsibilities of educators. The second section provides teachers with specific guidelines on planning for and using community resources in the K-12 curriculum. Focus is on working with the community resource coordinator, analyzing a subject for careers, analyzing career areas, and conducting an activity using a community resource. Reproducible forms and sample materials mentioned in the guide are included in a related document (CE 014 259). (TA)

ED 150 301 CE 014 259

Special Materials. Washington State Community Resource System for Career Education.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—[75]

Note—160p.; For related documents see CE 014 251, CE 014 253, and CE 014 259; The Washington State Community Resource System for Career Education was developed by Toner & Associates, Inc.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Career Education, Community Cooperation, *Community Involvement, *Community Resources, Community Role, Curriculum Guides, *Data Sheets, Elementary Secondary Education, *Learning Activities, Program Evaluation, Resource Materials, School Community Relationship, Units of Study

Identifiers—Washington

The special materials provided in this document are intended for use with the related guides (see related note), which focus on assisting any school or school district in planning and managing a system for involving the local community in career education activities for the K-12 grade levels. Three basic types of special materials are included: reproducible forms; optional samples, intended to provide a suggested format and wording to be adapted to individual needs; and the recruitment survey (for identifying and recruiting volunteer resources) which may be ordered in printed quantities (availability information is included). Each form or sample is preceded by an explanation of its intended use in the community resource involvement effort. General areas of activity for which samples and forms have been provided include recruiting materials, recordkeeping materials, teacher/student planning materials, activity-related materials, and evaluation tools and techniques. Approximately half of the document is comprised of twenty-four worksheets, which are idea-starters for helping teachers think of career education activities and community resources in their subject areas. Each sheet (1) features one topical area and suggests career ideas students might explore in it, (2) can be used at any grade level, (3) suggests typical community resources (people, places, and organizations) that might be used in planning, (4) demonstrates how careers cut across all school disciplines, and (5) allows freedom to work in new adaptations. (TA)

ED 150 302 CE 014 274

Training Program for Emergency Medical Technician: Dispatcher. 1–Course Guide.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—DOT-HS-802-137

Pub Date—Nov 76

Note—31p.; For related documents see CE 014 274-276

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00239-9, $0.85, minimum charge of $1.00 for each mail order)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Accidents, Admission Criteria, Behavioral Objectives, Course Content, *Course Evaluation, Curriculum Design, Curriculum Development, Curriculum Guides, *Curriculum Planning, *Emergency Squad Personnel, *Job Training, *Medical Services, Paramedical Occupations, Post Secondary Education, Program Development, Program Evaluation, Radio, Safety, Scheduling, Service Occupations, *Telecommunication, Vocational Education

Identifiers—*Dispatchers

The material presented in this course guide is designed to aid administrators in setting up and administering the emergency medical technician (EMT) dispatcher course. Descriptions of the overall objectives and scope of the course are presented, including behavioral objectives for eleven units of instruction covering the following emergency medical services (EMS) system functions: receive and process calls for EMS assistance, dispatch and coordinate EMS resources, relay medical information, and coordinate with public safety services. Suggestions for planning the course and organizing course content are provided and include descriptions of instructor qualifications, student qualifications, class size considerations, training resources, and scheduling considerations. A section is also devoted to localizing or customizing the training materials. A final section provides guidelines for monitoring/evaluating the course. (BL)

ED 150 303 CE 014 275

Training Program for Emergency Medical Technician: Dispatcher. 2–Instructor Lesson Plans.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—DOT-HS-802-138

Pub Date—Nov 76

Note—123p.; For related documents see CE 014 274-276

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00237-3, $2.15)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Accidents, Answer Keys, Behavioral Objectives, Criterion Referenced Tests, *Emergency Squad Personnel, Job Skills, *Job Training, Lesson Plans, *Medical Services, *Paramedical Occupations, Performance Based Education, Post Secondary Education, Radio, Teaching Guides, *Teaching Procedures, *Telecommunication, Unit Plan, Vocational Education

Identifiers—*Dispatchers

Intended to assist instructors who wish to conduct a training course for emergency medical technicians (EMTs) serving as dispatchers, this document contains detailed lesson plans organized to structure course presentations. Each lesson plan includes the following elements: unit objectives; suggestions for adapting the lessons to local policies and conditions; information and instructions related to course content; and review exercises. Test materials that have been keyed directly to the course objectives are also included. The lesson plans are designed to accompany a two-part training course developed to prepare individual EMTs to operate a telecommunications base station. Part 1 of the course covers the skills and knowledge needed to perform the basic duties required for allocating appropriate emergency medical resources to the scene of each emergency. (Two other documents accompany this set of instructor's lesson plans: a study guide and a course guide for the coordinator or administrator.) (BM)

ED 150 304 CE 014 276

Training Program for Emergency Medical Technician: Dispatcher. 3–Student Study Guide.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—DOT-HS-802-139

Pub Date—Nov 76

Note—113p.; For related documents see CE 014 274-276

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 005-003-00238-1, $2.10)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Accidents, Behavioral Objectives, *Emergency Squad Personnel, Instructional Materials, Job Skills, *Job Training, Learning Activities, *Medical Services, *Paramedical Occupations, Performance Based Education, Post Secondary Education, Radio, Review (Reexamination), Study Guides, *Telecommunication, Unit Plan, Vocational Education

Identifiers—*Dispatchers

This study guide was developed to assist students enrolled in a training course for emergency medical technician (EMT) dispatchers. The guide includes unit objectives, key points, notes and questions related to the content, and review exercises for each of the eleven units included in the course. The course is divided into two parts. Part 1 covers the skills and knowledge needed to perform the basic duties required of any dispatcher; part 2 covers the specific skills and knowledge required for allocating appropriate emergency medical resources to the scene of each emergency. Two other documents accompany this study guide: a course guide to aid administrators in setting up an EMT dispatcher course and a set of lesson plans for the instructor. (BM)

ED 150 305 CE 014 294

Lave, Janice And Others

Evaluation Report for the Occupational Exploration Program. Pilot Test 1975.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—76

Note—368p.; Best copy available

EDRS Price MF-$0.83 HC-$19.41 Plus Postage.

Descriptors—Building Trades, *Career Education, Career Exploration, Curriculum Evaluation, Finance Occupations, Group Activities, Health Occupations, Individualized Instruction, *Instructional Materials, *Learning Activities, *Occupational Clusters, Program Effectiveness, Program Evaluation, Questionnaires, Simulation, *Student Attitudes, *Teacher Attitudes, Trend Analysis

Pilot testing was conducted on parts of the Occupational Exploration Program (OEP), a classroom program designed to enhance the career awareness and career understandings of seventh and eighth grade students through simulations, games, and small group and individualized activities. The Introduction to Occupational Exploration unit and three cluster packages representing the Trade and Finance, Health and Welfare, and Construction industries were implemented in more than twenty classrooms in two different school districts to pilot test the feasibility of using the program in regular classroom settings. Interviews were conducted and questionnaires were administered to both teachers and students using the OEP materials. For students the questions dealt with interest, use, and understanding. For teachers, the questions focused on classroom organization, management problems, and general appeal/quality of the materials. The data collected was compiled for the introduction and for each cluster package as total units and for each specific product within those units. For the cluster packages and for most of the specific products within them, results were highly positive. Students felt that the products were interesting and appealing; that they could, in general, easily read them; and that they were learning about various aspects of the occupations included in the materials. Results from teachers not only verified the student perceptions but also indicated that the program could be implemented in the classroom without much difficulty. (A section on trends analysis from the data collected in 1974-75 and appendixes containing evaluation instrumentation are included.) (TA)

ED 150 319 CE 014 457

Occupational Training in Selected Metalworking Industries, 1974. A Report on a Survey of Selected Occupations.

Bureau of Labor Statistics (DOL), New York, N. Y.Employment and Training Administration (DOL), Washington, D.C.

Report No.—BLS-Bull-1976; ETA-R&D-53

Pub Date—77

Note—52p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-001-02127-5, $2.20)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Educational Benefits, Educational Resources, *Employer Attitudes, Enrollment Influences, *Enrollment Rate, *Industrial Training, Metal Industry, *Metal Working Occupations, Occupational Surveys, *On the Job Training, Program Costs, Tables (Data), Training Objectives, Vocational Education

A survey was conducted regarding the occupational training provided by employers for fourteen occupations in four metalworking industries. The fourteen occupations selected for study included crane operator, electrician, layout worker, machine tool setter, machinist, mechanic, sheet metal worker, and tool and die maker. The four industries surveyed were fabricated metal products, machinery (except electrical), electrical machinery, and transportation equipment. The findings include the following: (1) Only 15% of all establishments in the four metalworking industries surveyed provided structured occupational training in the fourteen occupations studied, (2) the proportion of establishments offering structured training generally increased as employment size increased, (3) nearly one-half of the 133,700 workers enrolled in structured training in the fourteen occupations received training in the machinist and welder occupations, (4) about 71% of all structured training was conducted to qualify employees for work in an occupation whereas 29% was conducted to improve skills of workers in current jobs, (5) more than two-thirds of all structured occupational training was provided on the job, and (6) about five-sixths of the establishments with training did not have a specific budget allocation for training. (Thirty tables of data are included in the text. Eleven reference tables, the scope and method of survey, and the survey form are appended.) (EM)

ED 150 321 CE 014 469

A Planning Charter for the Youth Employment and Demonstration Projects Act of 1977.

Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

Pub Date—Aug 77

Note—23p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Administrative Policy, *Administrative Principles, *Community Programs, Employment Programs, Federal Legislation, Federal Programs, *Job Training, National Programs, Objectives, Program Descriptions, *Program Design, *Program Development, Program Guides, Program Planning, Work Experience Programs, Youth, *Youth Employment, Youth Programs
Identifiers—United States, *Youth Employment and Demonstration Projects Act
This planning charter for the Youth Employment and Demonstration Projects Act (YEDPA) explains the Department of Labor's basic principles in designing and implementing YEDPA programs to provide a framework for the development of YEDPA efforts. This booklet is divided into six sections. The first section briefly discusses priorities regarding the basic YEDPA program components and goals. Constraints regarding resources, programmatic foundation, limited staff, and program diversity are examined in the second section. Section 3 presents ten general principles which are central in the design and implementation of YEDPA. Attainable objectives for fiscal 1978, fiscal 1979, and the future are listed in section 4. Section 5 covers programmatic implications and describes the important elements of five new programs to provide a framework for forthcoming guidelines and technical assistance materials, and the final section briefly discusses the challenge of YEDPA. (EM)

ED 150 322 CE 014 482
Employment Opportunity in the Schools. Job Patterns of Minorities and Women in Public Elementary and Secondary Schools, 1975.
Equal Employment Opportunity Commission, Washington, D.C.
Pub Date—77
Note—254p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 052-015-00050-2)
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors—Affirmative Action, Demography, Elementary Secondary Education, *Employment Patterns, *Employment Statistics, Equal Opportunities (Jobs), Ethnic Groups, Faculty Integration, Federal Legislation, *Females, *Minority Groups, National Surveys, Occupational Surveys, *Personnel Integration, Personnel Selection, *Public Schools, Racial Discrimination, Sex (Characteristics), Sex Discrimination, Statistical Data, Tables (Data)
Identifiers—Equal Employment Opportunity Act 1972, United States
The national statistics reported here were compiled from the responses of 7,300 school systems to the Elementary-Secondary Staff Information Survey, number EEO-5. (This survey is conducted to fulfill the annual reporting responsibility of public elementary and secondary school systems required by the Equal Employment Opportunity Act of 1972–Title VII.) The data in this report have been aggregated into statistical tables and presented in four summaries of public school employment as follows: (1) United States summary, (2) United States summary by student enrollment size (25,000 or more; 10,000-24,999; 2,500-9,999; and 250-2,499), (3) state summaries, and (4) trend analysis for the United States. For the first three of the above summaries, the information is presented using the following four-table formats: (1) employment by race/ethnic group/sex, (2) race/ethnic group employment by sex, (3) participation rates of full-time elementary secondary staff, and (4) occupational distribution of full-time elementary-secondary staff. For the trend analysis, information is presented using the following table formats: (1) total employment and percent change, (2) participation rates, (3) occupational distributions, and (4) change and contribution to change. Instructions for filing reports and the reporting form along with changes in the race/ethnic designations between 1974 and 1975 are appended. (EM)

ED 150 323 CE 014 483
Basic Training Course/Emergency Medical Technician (Second Edition). Instructor's Lesson Plan.
National Highway Traffic Safety Administration (DOT), Washington, D. C.
Report No.—050-003-00277-1; DOT-HS-802-536
Pub Date—77
Note—216p.; For related documents see CE 014 501-502
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—Accidents, Adult Education, Behavioral Objectives, *Course Content, *Emergency Squad Personnel, Equipment, Facility Requirements, *Job Training, *Lesson Plans, Medical Services, Paramedical Occupations, Performance Based Education, Teaching Guides, Teaching Techniques, Vocational Education
This document containing instructor lesson plans is one of three prepared to update a basic training program for emergency medical technicians (EMTs). (A course guide containing planning and management information and a study guide are available separately.) Material covers all emergency medical techniques currently considered to be within the responsibilities of the basic EMT providing emergency care with an ambulance service. The lesson plans include the following information: title, lesson time, and performance objectives for each lesson; lesson requirements for equipment, materials, illustrations, instructors, and facilities; specific instructor tasks; and lesson plan outlines for each of the twenty-five lessons included in the course. (BM)

ED 150 324 CE 014 498
Cargill, Samuel Paul, Jr., Comp.
Vocational Research Coordinating Unit. A Handbook of Services.
South Carolina Vocational Education Research Coordinating Unit, Clemson.
Pub Date—[78]
Note—29p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Agency Role, *Curriculum Development, Demonstration Projects, Educational Research, Pilot Projects, *Program Administration, Program Coordination, Program Planning, *Project Applications, *Projects, *Research Coordinating Units, Research Projects, *Vocational Education
Identifiers—South Carolina
This manual describes the program improvement responsibilities of the Research Coordinating Unit (RCU) of South Carolina's Office of Vocational Education. Following the introduction, the organization and functions of the RCU are briefly presented. The remainder of the booklet is comprised of eight short sections, each discussing an RCU function in more detail and explaining how interested and qualified parties can use the RCU's services to help promote vocational education research in South Carolina. The eight RCU functions covered in these sections are research and training projects, exemplary and innovative projects, curriculum development, requests for proposals, assistance in preparing proposals, project conditions and guidelines and project monitoring, report reviewing and approving, and vocational education information services. (EM)

ED 150 325 CE 014 501
Basic Training Course/Emergency Medical Technician. (1977 Edition). Student Study Guide.
National Highway Traffic Safety Administration (DOT), Washington, D. C.
Report No.—DOT-HS-802-535
Pub Date—77
Note—115p.; For related documents see CE 014 483 and CE 014 502
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Adult Education, *Behavioral Objectives, Course Content, Educational Resources, *Emergency Squad Personnel, Instructional Materials, *Job Training, *Learning Activities, Medical Services, Paramedical Occupations, Performance Based Education, Study Guides, Vocational Education
Developed to aid students enrolled in an emergency medical technician (EMT) training course, this document accompanies a course guide and a set of instructor lesson plans which update a basic training program for EMTs. The course consists of twenty-five lessons involving a minimum of seventy-one hours of classroom and field training plus ten hours of in-hospital observation and training. This student guide includes the following elements for each lesson: the purpose of the lesson, student objectives, an overview of the lesson content, study suggestions, and references. (BM)

ED 150 326 CE 014 502
Basic Training Course/Emergency Medical Technician (Second Edition). Course Guide.
National Highway Traffic Safety Administration (DOT), Washington, D. C.
Report No.—DOT-HS-802-534
Pub Date—77
Note—27p.; For related documents see CE 014 483 and CE 014 501
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Accidents, Administrator Guides, Administrator Responsibility, Adult Education, Behavioral Objectives, *Course Content, Curriculum Guides, Educational Strategies, *Emergency Squad Personnel, Equipment, Facility Requirements, *Job Training, Medical Services, Orientation Materials, Paramedical Occupations, Performance Based Education, *Program Coordination, Program Descriptions, *Program Design, Program Evaluation, *Program Planning, Teacher Qualifications, Vocational Education
Intended to aid the course coordinator in planning and managing a basic training program for emergency medical technicians (EMTs), this course guide is divided into four sections. The introductory section provides a brief overview of the coordinator's responsibilities and identifies the twenty-five lessons included in the course. Section 2 describes the instructional program, including the following elements: work performance addressed by the course, student qualifications, student performance objectives, and course structure and instructional strategy. This section also includes a brief description of each unit. The third section covers the course planning considerations, including suggestions for scheduling the lessons, class size, instructor qualifications, required materials and equipment, and cost estimates. The final section includes suggestions for managing and evaluating the course. (Two separate documents accompany the course guide: a set of instructor lesson plans and a student study guide.) (BM)

ED 150 327 CE 014 516
Brown, Betty Jean
Teaching General Business. Delta Pi Epsilon Rapid Reader No. 1.
Delta Pi Epsilon, St. Peter, Minn.
Pub Date—77
Note—40p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Activity Units, *Behavioral Objectives, *Business Education, Business Skills, Business Subjects, Course Content, Course Objectives, Economics, *Learning Activities, Motivation Techniques, Post Secondary Education, Resource Materials, Secondary Education, *Student Evaluation, Teaching Guides, *Teaching Methods, Teaching Techniques
This guide provides business teachers with practical ideas for teaching general business. Content is presented in seven sections. The first two sections

list fourteen behavioral objectives for a general business course and offer suggestions for course content. Section 3 discusses problems in teaching general business, including reading, arithmetic skills, and motivation. Section 4 covers teaching-learning strategies and includes discussions on individualization, grouping for temporary projects, self-selection in reading and interest groups, independent work, individual and small group conferences, questions for teachers to consider in selecting strategies, and guidelines for teaching-learning activities. Section 5 suggests from five to twenty-three teaching-learning activities (correlated with the fourteen behavioral objectives) for each of the following twelve general business course units: the private enterprise system; changes in the economic system; forms of business organization; individual contributions to the economic system; money management; problems in money management caused by the economic situation; banks in our economic system; role of credit; insurance; savings and investments; rights and responsibilities of workers, investors, business firms, and the government; and career choice. Section 6 discusses student evaluation and includes learning activity packages, contracts, activities lists, small group work, and evaluating a student's total performance. The last section lists suggested resource materials for both teachers and students (including, commercial materials, articles, and publications). (EM)

ED 150 328 CE 014 517

Graf, David

Teaching Consumer Education. Delta Pi Epsilon Rapid Reader No. 2.

Delta Pi Epsilon, St. Peter, Minn.

Pub Date—77

Note—66p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Business Education, *Consumer Education, *Course Content, Curriculum Design, Educational Strategies, Films, Learning Activities, Money Management, Periodicals, Resource Materials, Secondary Education, Senior High Schools, Student Evaluation, Teaching Guides, Teaching Methods, *Teaching Techniques, Textbooks, *Units of Study

This teaching guide provides secondary business teachers with ideas for teaching consumer education and assistance in strengthening the course content and methodology. Content is presented in four parts. Part 1 provides an overview of consumer education and covers the teacher, course objectives, content areas, and teaching-learning strategies (questionnaire and pretest to determine student background and experiences and values clarification devices). Part 2 presents topical outlines for ten consumer education course content areas and follows each of the ten outlines with suggested teacher and student readings (correlated with subject matter in the outline) and descriptions of several teaching strategies that can be used in covering specific content (including individual and group exercises, worksheets, role playing, guest speakers, research, case study, survey, pre- and posttests, and audiovisual instructional aids). The ten content areas are consumers in the marketplace, sources of consumer information, shopping for food, shopping for services, shopping for housing and shelter, shopping for transportation, shopping for credit, consumer aid and protection, insurance, and management and family income. Part 3 briefly discusses methods for evaluating the students, teacher, and course. Part 4 covers resource materials and includes a consumer education pretest and answers, pretest references, and bibliographies of resources (books, periodicals, and films). (EM)

ED 150 329 CE 014 518

McLean, Gary N.

Teaching Typewriting. Delta Pi Epsilon Rapid Reader No. 3.

Delta Pi Epsilon, St. Peter, Minn.

Pub Date—78

Note—69p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Behavioral Objectives, Business Education, Curriculum Design, *Educational Principles, Educational Resources, *Grading, Individualized Instruction, Job Skills, *Learning Processes, Post Secondary Education, Psychomotor Skills, Scoring Formulas, Secondary Education, Skill Analysis, Skill Development, Student Evaluation, Teaching Guides, Teaching Methods, *Teaching Models, Teaching Techniques, *Typewriting, Vocational Education

This teaching guide provides secondary and postsecondary business teachers with ideas for teaching typewriting and evaluating students. Content is presented in seven sections. The first section discusses learning principles as they relate to psychomotor skill development including, stimulus-response, association, knowledge of results, temporal contiguity, mediation, and kinesthesis. Section 2 presents behavioral objectives for a six segment (two-year) typewriting course in which students progress from skills useful to both personal use and employed typists to those primarily used in job settings. Section 3 explains seventeen classroom do's and don'ts for introducing the keyboard utilizing the principles discussed in the first section as a basis. Section 4 discusses thirteen do's and don'ts for improving the skill of production typists. Section 5 discusses the traditional and individualized instructional approaches to teaching typewriting and lists the advantages and disadvantages of individualized programs. Section 6 discusses grading and covers reliability and validity, methods for grading of straight-copy typewriting (error cut-off, net words per minute, and gross words per minute and errors considered separately), evolving grades from separate speed and accuracy scores, and the grading of production typewriting. The last section lists reference materials for instructional use. The names and addresses of sources for textbooks and audiovisual instructional aids are appended. (EM)

ED 150 330 CE 014 519

Hillestad, Mildred

Research: Process and Product. Delta Pi Epsilon Service Bulletin No. 1.

Delta Pi Epsilon, St. Peter, Minn.

Pub Date—77

Note—146p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Analysis of Variance, *Data Collection, Experiments, *Literature Reviews, Measurement Techniques, *Questionnaires, *Research, *Research Design, *Research Methodology, Research Problems, Research Tools, Technical Reports, *Writing, Writing Skills

This bulletin is designed for the researcher, the doctoral or master's candidate, or teacher interested in and/or conducting research. Content is presented in five chapters. Chapter 1 (The Research Problem) discusses what research is, selecting a topic, defining and stating a problem, and identifying the type of study. Chapter 2 (The Literature Review) covers purposes of a literature review, scope of the literature search, systematizing the search, indexes to the literature, preparing and using a master bibliography, and reading the literature and making notes. Chapter 3 (Data Gathering) discusses planning the data-gathering activities, questionnaires, interviews, observations, task analysis, attitude measurement, Q-Sorts, and the Delphi technique. Chapter 4 (Experimental Research) covers designing experiments, controlling variables, and analyzing experimental data. The last chapter (Writing the Report) discusses introducing the study; need for the study; purpose of the study and statement of the problem; delimitations and limitations; definition of terms; review of related literature; describing the procedures; reporting the findings; discussing the findings; summarizing, concluding, and recommending; compiling supplementary pages; and writing and organizing the report. (EM)

ED 150 331 CE 014 520

West, Leonard J.

Design and Conduct of Educational Surveys and Experiments. Delta Pi Epsilon Service Bulletin No. 2.

Delta Pi Epsilon, St. Peter, Minn.

Pub Date—Jan 77

Note—41p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Business Education, *Experiments, Research, *Research Criteria, *Research Design, *Research Methodology, Research Skills, Sampling, Statistical Analysis, *Surveys, Validity

This bulletin for the researcher, the doctoral or master's candidate, or teacher interested in and/or conducting research is intended to (1) alert novice investigators to the major requirements and pitfalls of survey and experimental research, (2) point out the weaknesses of past business education studies, and (3) provide consumers of research with some basis for evaluating research reports and claims. Four sections are included, with most of the content being presented in the first two sections. The first section on surveys covers questions amenable to survey methods, estimation of population parameters from sample statistics, accessibility, principal features of sampling, nonresponse, reliability of survey responses, comparing samples with population distributions, and phrasing of survey questions. It concludes with a summary of major survey requirements. The second section on experiments discusses the definition, purposes, and criteria of experimentation; four weaknesses of past business education experiments; major features of experimentation (sampling, wording of hypotheses, controlling for irrelevant sources of variation, valid and reliable criterion measures, and statistical requirements); and replication as a basis for external validity. The section concludes with a summary of major experimental requirements. The last two sections briefly discuss the requirements for research reporting and the impact of research on practice. (EM)

ED 150 332 CE 014 522

Tindall, Lloyd W.

Program Evaluation and Planning for the Vocational Education of Handicapped Students: Secondary, Post-Secondary Articulation.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—G007604416

Note—46p.; Two survey instruments were removed from the appendix due to copyright

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adjustment Problems, Administrative Personnel, Adult Education, *Articulation (Program), Educational Planning, *Handicapped Students, Post Secondary Education, Program Descriptions, *Program Development, *Program Improvement, *Program Planning, School Cadres, School Districts, Secondary Education, Special Education, Special Education Teachers, Student Adjustment, Student Needs, Teaching Techniques, Technical Education, *Vocational Education, Vocational Education Teachers

Identifiers—Wisconsin

Project PEP (Program Evaluation and Planning: Evaluating Current Programs and Identifying Handicapped Students and Their Vocational Needs for 1977-82) was designed to help handicapped students ages 14-21 make the transition from secondary to vocational, technical, and adult education school (VTAE) in Wisconsin. Information was gath-

ered to identify handicapped students and their vocational needs for 1977-82; the barriers which keep handicapped students from enrolling in and completing vocational courses; and successful techniques which work in teaching handicapped students. The results were used to provide a data base for special and vocational educators from the secondary schools and vocational administrators from Wisconsin's sixteen VTAE districts to jointly plan for educating the handicapped in each VTAE district. This core group of educators and administrators from each district continued to meet in order to articulate the development and improvement of vocational education for the handicapped and to develop a strategy to help secondary students enroll in VTAE schools. In addition to providing a data base for program improvement and development, project PEP helped establish many new liaisons between vocational and special educators and between secondary and VTAE personnel which can be valuable in helping to increase the number of handicapped students who obtain employable skills through VTAE classes. (BM)

ED 150 333 CE 014 524

Kalani, Henry

Curriculum Guide for Hospitality Education. Part I. Exemplary Project.

Hawaii Univ., Honolulu. Kapiolani Community Coll.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Hawaii State Board for Vocational Education, Honolulu.

Pub Date—May 75

Note—166p.; For related document see CE 013 847; Page 77 of the original document may not reproduce well due to faint broken type

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Community Colleges, *Curriculum Development, *Curriculum Planning, Demonstration Projects, Employment Projections, Food Service Occupations, Hotels, Job Skills, Job Training, Junior Colleges, *Manpower Needs, Manpower Utilization, Program Descriptions, Recreation, Research, *Service Occupations, *Statewide Planning, Surveys, *Tourism

Identifiers—*Hawaii

A research project was designed to develop a hospitality education program model for Hawaii's community colleges. Primary data were gathered in a survey of the hospitality industry characteristics, manpower requirements, and training needs. This report of the project covers the following information: history and growth of the hospitality industry in Hawaii; a discussion of Hawaii's current employment statistics and projected employment in the hospitality industry through 1982; and the results (sixty-eight pages) of the skills survey of nineteen occupations in the hospitality industry. Each occupation is presented in a four-column format which includes a listing of what the worker does, minimum skill and knowledge requirements, skill area, and performance standards/objectives for the specific skill. A fifty-page appendix includes statewide employment estimates; correspondence, questionnaires for the skills survey, and a listing of over 100 occupational titles in the hospitality industry; summary report of meetings and correspondence; conference reports and correspondence of campus representatives; and a bibliography. (BL)

ED 150 334 CE 014 540

Upgrading Mine Electricians in the Use of Solid State Electrical Controls. Teacher Guide.

West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date—30 Sep 77

Contract—OEG-G007603756

Note—167p.; For a related document see CE 014 541

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Answer Keys, Criterion Referenced Tests, Curriculum Guides, Electrical Occupations, Electrical Systems, *Electricians, Job Skills, Job Training, *Lesson Plans, Performance Based Education, Post Secondary Education, *Pretests, Teaching Guides, *Teaching Procedures, *Teaching Techniques, Vocational Education

Identifiers—*Coal Mining, Solid State Electrical Systems

This teacher's guide accompanies the solid-state electrical controls curriculum, an instructional program designed to upgrade the skills of coal mine electricians who work with mining equipment that has solid-state electrical controls. The guide describes the program components and suggests several implementation sequences for the twenty-one competency based units of instruction included in the program. Instructions and answer keys for the program pretest are provided, and specific directions for teaching each unit are also included. (BM)

ED 150 335 CE 014 541

Upgrading Mine Electricians in the Use of Solid State Electrical Controls. Student Curriculum.

West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date—30 Sep 77

Contract—OEG-G007603756

Note—560p.; For a related document see CE 014 540; Several diagrams of circuits and several pages may not reproduce well due to faint and broken type

EDRS Price MF-$1.00 HC-$30.13 Plus Postage.

Descriptors—Criterion Referenced Tests, Curriculum Guides, *Experiments, Instructional Materials, Job Skills, *Job Training, *Learning Activities, Performance Based Education, Post Secondary Education, Pretests, Problem Solving, Study Guides, Vocational Education, Worksheets

Identifiers—*Coal Mining, Solid State Electrical Systems

Twenty-one competency based instructional units are included in this solid-state electrical controls curriculum which is designed to upgrade the skills of coal mine electricians who work with mining equipment that has solid-state electrical controls. Each unit contains one or more student competency sheets with necessary attachments or handouts, study questions, experiments, troubleshooting problems, and criterion referenced tests. A program pretest and general student directions precede the instructional units. A teacher's guide accompanies this document under separate cover. (BM)

ED 150 336 CE 014 544

Jenks, C. Lynn

Guide to Adoption & Implementation Decisions for the Far West Model of EBCE. A Workbook for Decision Makers.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 77

Note—75p.; For related documents see CE 014 552 and CE 014 558

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Administrator Guides, *Adoption (Ideas), Career Education, Check Lists, Data Sheets, Educational Administration, Models, *Program Design, *Program Development, *Program Planning, Resource Guides, Resource Materials, School Districts, Secondary Education, *Work Experience Programs

Identifiers—*Experience Based Career Education, Far West Laboratory for Educational R and D CA

This workbook is intended to help decision makers in a school district make informed decisions concerning possible adoption or modifications of the Far West Laboratory Experience-Based Career Education program (FWL-EBCE). The workbook presents procedures and guidelines for (1) deciding whether the FWL-EBCE program, or some adaptation of it, is appropriate to the school district; (2) determining the major program design features appropriate to the school or district; and (3) preparing general specifications for the intended program which will guide the efforts of a staff in developing a detailed plan for its implementation. The workbook is organized around these three functions so that users can proceed systematically through the various issues related to determining the appropriateness and feasibility of the FWL-EBCE program in local districts. Tasks are included for the following areas: determining the purposes for EBCE, examining FWL-EBCE for compatibility, selecting or designing the program, communicating basic decisions, and staff development and implementation planning. The appendix contains questions and answers that highlight FWL-EBCE concepts and the program's adaptability and includes a reader's guide to EBCE purposes and approach. (TA)

ED 150 337 CE 014 549

Crumrine, Myron A.

Vocational-Technical Course in Petroleum Production.

Bradford Area Schools, Pa.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—31 Jan 78

Contract—19-6010

Note—98p.; Appendix B (nonreproducible photographs) and appendix C (student names) were removed

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Course Descriptions, *Curriculum Development, Job Analysis, *Petroleum Industry, Production Techniques, Program Descriptions, Program Development, Program Effectiveness, School Industry Relationship, Secondary Education, *Task Analysis, *Trade and Industrial Education

Identifiers—Pennsylvania, *Petroleum Production

A project was designed to develop a vocational course to satisfy an industry request for trained manpower in petroleum production. During phase one the feasibility was studied, formal instruction determined, an instructor named, site located and secured, and students selected for the class. A three-year trade and industrial level course for secondary students in grades 10, 11, and 12 was initiated at the start of the 1976-77 school year with thirty-two students enrolled. Strong points of the program were industrial support and donations, efforts of the lay advisory committee, student interest, and employment opportunities. Progress in class development was excellent. A teacher-aide was added to improve instruction, with positive results. An additional aspect of the program was a curriculum development project. A task analysis approach with a survey of incumbent workers to verify the tasks was adopted. The data was processed and teaching steps, objectives, and measurement criteria written. The program displayed many positive features despite many problems encountered, and student applications for the second year were high. Expansion of the building will permit an increase in enrollment. (Appendixes contain a glossary of petroleum production terms, project time schedule, list of tools purchased, and the fifty-page petroleum production task inventory.) (Author/JT)

ED 150 338 CE 014 552

Jenks, C. Lynn

The Theoretical Basis of Experience-Based Career Education.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 76

Note—177p.; For related documents see CE 014 544 and CE 014 558

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Career Education, *Conceptual Schemes, Definitions, Educational Philosophy, Educational Research, *Educational Theories, *Learning Theories, Literature Reviews, Models, *Program Development, Program Evaluation, Secondary Education, *Work Experience Programs

Identifiers—*Experience Based Career Education, Far West Laboratory for Educational R and D CA

This study analyzes the extent to which the assumptions and procedures of the Experience-Based Career Education model (EBCE) as developed by the Far West Laboratory (FWL) are supported by empirical data and by recognized scholars in educational theory. The analysis is presented as relevant to the more general problem: the limited availability of information about the theoretical basis of complex innovations. The study presents a brief review of antecedent conditions that impact on acceptance of career education and a summary of various pressures on schools for change. Various definitions of career education are presented and the developmental history of EBCE is summarized. The EBCE model is described in terms of its major design features, the selected analytic framework, and major assumptions derived from EBCE descriptions and procedures. A major section examines the derived model assumptions by identifying, organizing, and summarizing philosophies of education, theories of teaching, and empirical studies that relate to them. Each assumption is categorized as generally associated with either instructional objectives, entering behavior, instructional design and procedures, or performance assessment. Literature pertaining to each of these areas is reviewed and discussed in terms of its bearing on EBCE assumptions. A final chapter summarizes the data (revealing where the model is or is not supported by theory and empirical data and suggesting where further evaluation and/or research is needed) and describes the implications of the analysis. (Author/TA)

ED 150 339 CE 014 558

Watkins, Richard W. Jenks, C. Lynn

Values & Information: An Approach to Evaluation Planning. The Far West Model. Experience-Based Career Education.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—15 Nov 76

Note—149p.; For related documents see CE 014 552 and CE 014 544

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Administrator Guides, Career Education, Data Sheets, Decision Making, Educational Administration, Educational Assessment, Educational Planning, *Evaluation Methods, Evaluation Needs, *Information Needs, Information Sources, Measurement Instruments, *Planning, Program Development, *Program Evaluation, *Research Design, School Districts, Secondary Education, *Work Experience Programs

Identifiers—*Experience Based Career Education, Far West Laboratory for Educational R and D CA

Focusing on program evaluation, this handbook is intended for the program director and evaluator of Experience-Based Career Education (EBCE) at the local district or school building level and describes ways of identifying key people concerned with the program, the kinds of information they will want, how to obtain the most important parts of that information, and how to present it in the most useful ways. Chapter 1 includes sections on the rationale and approach used in the handbook and suggested responsibilities and tasks for evaluation planning for each key role. Chapter 2 discusses EBCE and decision-making groups, EBCE program processes, personalized outcomes, program goals and accomplishments, and other evaluation approaches. Chapter 3 discusses factors that influence decisions about educational programs and the kinds of information valued by four groups of decision makers. Chapter 4 discusses information sources and possible ways to obtain information, the specific kinds of information decision makers want from each of the informant groups, and the instruments that can be selected or developed to obtain specific information. Chapter 5 covers analysis and reporting of data and design of evaluation study, data analysis issues, and reports planning. Chapter 6 discusses development of an evaluation plan, district and career education program characterisitcs, and initial evaluation planning. Appendixes contain a description of EBCE, a reader's guide, and instruments/procedures descriptions. (TA)

ED 150 342 CE 014 564

Syllabus in Trade Electricity-Electronics. Section II. Trade Electricity.

New York State Education Dept., Albany. Bureau of Occupational Education Curriculum Development.

Pub Date—77

Note—206p.; For a related document see ED 134 736

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—Curriculum Guides, *Electricity, Electronics, Individualized Curriculum, Post Secondary Education, Secondary Education, State Curriculum Guides, Trade and Industrial Education

This second section of a three-part syllabus for a flexible curriculum in trade electricity-electronics contains four semi-independent units: (1) Advanced Electricity, (2) Residential and Commercial Wiring, (3) Industrial Electricity, and (4) Motor Controls. Introductory sections describe development of the curriculum, outline the total trade electricty-electronic program, and provide suggestions to teachers on use of the syllabus. The four units are intended to be used separately or arranged in various sequences to meet the needs of individual students and area employment markets. Units are organized in a three-column format: outline of content, student objectives, and teaching suggestions. At the end of each unit is a list of resources with the following categories: books for teacher reference, books for student reference, periodicals, films-filmstrips, and transparencies. Also included for each unit is a list of tools and equipment considered essential to instruct a class-group of twenty students. (Section I-Basic Electricity is available separately, a unit six to ten weeks to develop competencies necessary to all electricity or electronics employment. Section III, being developed, covers trade electronics.) (JT)

ED 150 343 CE 014 576

Guidelines to Ensure Sex Fairness in Education Division Communications and Products.

Women on Words and Images, Princeton, N. J.

Spons Agency—National Advisory Council on Women's Educational Programs, Washington, D.C.

Pub Date—[77]

Note—17p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Audiovisual Aids, Check Lists, Educational Policy, *Guidelines, *Instructional Materials, Language Attitudes, *Language of Instruction, *Language Role, Language Usage, Sex (Characteristics), *Sex Discrimination, Sex Role, Sex Stereotypes, Writing

The guidelines presented in this document are intended as a learning tool to assist preparers of education communications and products in creating sex-fair communications and eliminating sex bias. Presented with examples of sex-biased and sex-fair uses and the rationale for use, guidelines are given for the following categories: (1) language: generic he/generic she, universal "man," "man" first, inconsistency, derogatory or demeaning usage; (2) omissions: equal representation, lost opportunity, disregard of problem identified; (3) roles and traits: family/parenting, occupational roles and career preparation, historical/biographical, emotional and character traits, physical attributes/personal appearance; and (4) graphics/audio visual: numerical imbalance, stereotyped portrayal, derogatory portrayal, sex segregation. A checklist to ensure sex fair communications is provided which lists each of the categories. (TA)

ED 150 344 CE 014 585

Crawford, M. Gene, Comp. And Others

Trade and Industrial Education Course of Study for Carpentry.

Pennsylvania State Univ., University Park. Coll. of Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—77

Note—584p.

EDRS Price MF-$1.16 HC-$31.47 Plus Postage.

Descriptors—*Architectural Elements, *Basic Skills, *Behavioral Objectives, Building Plans, Building Trades, Carpenters, *Construction (Process), Core Curriculum, Curriculum Guides, Flooring, Hand Tools, *Job Skills, *Learning Activities, Machine Tools, Performance Based Education, Roofing, Secondary Education, Skilled Occupations, State Curriculum Guides, Trade and Industrial Education, Unit Plan, Vocational Education

Identifiers—*Carpentry

This course of study in carpentry is intended as a teaching and learning guide and presents the basic skills needed for initial employment in carpentry. Introductory material includes an outline of general course objectives and corresponding activities to achieve the objectives, an instructional plan which suggests course length, use of the guide, teaching methods, vehicles of instruction, a bibliography of reference materials, and a listing of the titles of skill competency development jobs which correspond with specific job sheets in the body of the guide. The major portion of the guide consists of (1) job sheets, which indicate to the student what to do in performing the various jobs assigned by the instructor (sheets also include unit title, specific job title, material and equipment needed, and method of evaluation); and (2) operation sheets, which supplement the job sheets and indicate to the student how to perform the many skill competency operations necessary to complete the assigned jobs. Two sample sheets (information and assignment sheets) supplement the job sheets and are included to help the student complete the assigned jobs with the highest possible degree of understanding. (SH)

ED 150 345 CE 014 586

Brubaker, J. Elwood, Comp. And Others

Trade and Industrial Education Course of Study for Painting and Decorating.

Pennsylvania State Univ., University Park. Coll. of Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—77

Note—412p.

EDRS Price MF-$0.83 HC-$22.09 Plus Postage.

Descriptors—*Basic Skills, *Behavioral Objectives, Core Curriculum, Curriculum Guides, Finishing, Hand Tools, *Interior Design, *Job Skills, *Learning Activities, *Painting, Performance

Based Education, Secondary Education, Skilled Occupations, State Curriculum Guides, Trade and Industrial Education, Unit Plan, Vocational Education

Identifiers—Decorator, Wallpaper

This course of study in painting and decorating is intended as a teaching and learning guide and presents the basic skills needed for initial employment in painting and decorating occupations. Introductory material includes an outline of general course objectives and corresponding activities to achieve the objectives, an instructional plan which suggests course length, use of the guide, teaching methods, vehicles of instruction, a bibliography of reference materials, and a listing of the titles of skill competency development jobs which correspond with specific job sheets in the body of the guide. The major portion of the guide consists of (1) job sheets, which indicate to the student what to do in performing the various jobs assigned by the instructor (sheets also include unit title, specific job title, material and equipment needed, and method of evaluation); and (2) operation sheets, which supplement the job sheets and indicate to the student how to perform the many skill competency operations necessary to complete the assigned jobs. Also included are information sheets, which supplement the job sheets and provide the student with information necessary for completing the assigned jobs with the highest possible degree of understanding. (SH)

ED 150 346 CE 014 587

Keith, Roger, Comp. And Others

Trade and Industrial Education Course of Study for Sheet Metal.

Pennsylvania State Univ., University Park. Coll. of Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—77

Note—360p.

EDRS Price MF-$0.83 HC-$19.41 Plus Postage.

Descriptors—Architectural Drafting, *Basic Skills, *Behavioral Objectives, Building Plans, *Construction (Process), Core Curriculum, Curriculum Guides, Hand Tools, *Job Skills, *Learning Activities, Machine Tools, Performance Based Education, Secondary Education, *Sheet Metal Work, Skilled Occupations, State Curriculum Guides, Trade and Industrial Education, Unit Plan, Vocational Education, Welding

This course of study in sheet metal work is intended as a teaching and learning guide and presents the basic skills needed for initial employment in sheet metal occupations. Introductory material includes an outline of general course objectives and corresponding activities to achieve the objectives, an instructional plan which suggests course length, use of the guide, teaching methods, vehicles of instruction, a bibliography of reference materials, and a listing of the titles of skill competency development jobs which correspond with specific job sheets in the body of the guide. The major portion of the guide consists of (1) job sheets, which indicate to the student what to do in performing the various jobs assigned by the instructor (sheets also include unit title, specific job title, material and equipment needed, and method of evaluation); and (2) operation sheets, which supplement the job sheets and indicate to the student how to perform the many skill competency operations necessary to complete the assigned jobs. Two sample sheets (information and assignment sheets) supplement the job sheets and are included to help the student complete the assigned jobs with the highest possible degree of understanding. (SH)

ED 150 347 CE 014 630

Mountain-Plains Handbook: The Design and Operation of a Residential, Family Oriented Career Education Model.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 76

Contract—NE-C-00-3-0298

Note—364p.; For related documents see CE 014 630-646

EDRS Price MF-$0.83 HC-$19.41 Plus Postage.

Descriptors—Administrator Guides, *Career Education, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, Educational Objectives, Educational Programs, *Family Programs, Federal Programs, Financial Services, *Guidelines, Human Services, Individualized Programs, Organizational Development, Personnel Needs, Placement, Program Administration, Program Coordination, Program Descriptions, Program Design, *Program Development, Program Guides, Research Needs, *Residential Programs, State Agencies

Identifiers—Mountain Plains Program

Intended as a guide for replicating parts or all of the Mountain-Plains Career Education Model IV, this handbook provides a detailed description of a residential, family-based education program developed to improve the economic potenti l and lifestyle of selected student families in a si -state area. The handbook is divided into seven chapters and is accompanied by a series of sixteen supplementary documents (CE 014 631-646) which are referenced to specific chapters in the handbook and contain policies, procedures, and copies of all forms used in administering the program. Chapter 1 of the handbook gives a broad overview of the program, covering the following elements: program description, program sequence, key concepts, target population served, organizational development, problems in development, and effects to date. Chapters 2 through 7 each cover one operational division of the program in terms of objectives, functions, staffing patterns, and relationship to other divisions. Included are the following divisions: controller services, research services, student services, administrative services, field services, and educational services. (Other related documents produced by the Mountain-Plains program are available in the ERIC system, including descriptions of program and research design, individual case studies, statistical studies, summative evaluation reports, curriculum materials, instructor and administrator guides, and general information.) (BM)

ED 150 348 CE 014 631

Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement I to Volume 1. Management and Resources: The Executive Division.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 75

Contract—NE-C-00-3-0298

Note—42p.; For related documents see CE 014 630-646 and CE 014 651

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Accounting, Budgets, *Career Education, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educational Administration, Educational Finance, Educationally Disadvantaged, Expenditures, *Family Programs, Federal Programs, Flow Charts, Individualized Programs, Operating Expenses, *Program Budgeting, Program Costs, *Program Planning, *Residential Programs, Time Perspective

Identifiers—Mountain Plains Program

One of three supplements which accompany chapter 1 of "Mountain-Plains Handbook: The Design and Operation of a Residential, Family Oriented Career Education Model" (CE 014 630), this document contains specific information concerning the start-up plan and operational budget of the executive division. The following areas of the program are covered: basic assumptions and sequence; project time lines (initiation phase); staff time schedules for start-up; program initiation budget (fifteen months); and program initation plan and budget. The program initiation plan and budget is itemized and comprises most of the document. Another related document (CE 014 651) provides a detailed discussion of estimated costs involved in replicating a program similar to the Mountain Plains model. (BM)

ED 150 349 CE 014 632

Perryman, Bruce C. Flores, Thomas R.

Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement Nos. II and III to Volume 1. The Philosophy and Implementation: A Program Overview.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 75

Contract—NE-C-00-3-0298

Note—201p.; For related documents see CE 014 630-646

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—Administrative Policy, Administrator Guides, Board of Education Policy, *Career Education, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, *Educational Objectives, Educational Philosophy, Educational Policy, Educational Responsibility, *Family Programs, Federal Programs, Financial Policy, *Governance, Guidelines, Individualized Programs, Personnel Policy, Program Guides, *Residential Programs, School Policy, Staff Role

Identifiers—Mountain Plains Program

This document contains two of the three supplements which accompany chapter 1 of "Mountain-Plains Handbook: The Design and Operation of a Residential, Family Oriented Career Education Model" (CE 014 630). The first supplement contained in this document includes the following materials: articles of incorporation and bylaws; statement of program mission; statement of philosophy and approach; discussion of educational philosophy, responsibility, and approach; and a list of job descriptions for the executive office staff. The remaining supplement presents policies and procedures to cover the following concerns: function of the Mountain-Plains Board; finance; students; personnel; procurement; property control; and various miscellaneous items. (BM)

ED 150 350 CE 014 633

Smith, Gary E. And Others

Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement No. I to Volume 2. Cost, Data/Records: Controller's Services Division.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 75

Contract—NE-C-00-3-0298

Note—66p.; For related documents see CE 014 630-646 ; Some pages may not reproduce clearly due to background color

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Accounting, *Budgeting, *Career Education, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged,

Educationally Disadvantaged, Family Programs, Federal Programs, Flow Charts, Guidelines, Individualized Programs, Program Administration, Program Budgeting, Records (Forms), *Residential Programs, Scheduling, School Organization, *Student Records

Identifiers—Mountain Plains Program

One of two supplements which accompany chapter 2 of "Mountain-Plains Handbook: The Design and Operation of a Residential, Family Oriented Career Education Model" (CE 014 630), this document contains specific information concerning accounting procedures and forms utilized by the controller services division. Presented are step-by-step procedures covering general accounting operations, student accounting operations, and budgeting. Also included are student forms and various other forms utilized by the accounting component. Organizational charts relating to student scheduling, attendance, and data collection are appended. (BM)

ED 150 351 CE 014 634

Smith, Gary E. And Others

Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement No. II to Volume 2. Cost/Data/Records: Controller's Services Division.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 75

Contract—NE-C-00-3-0298

Note—161p.; For related documents see CE 014 630-646 ; Some pages may not reproduce clearly due to print quality

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Career Education, *Data Collection, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, Family Life Education, Family Programs, Federal Programs, Guidelines, Individualized Programs, Information Dissemination, *Information Processing, Information Systems, Orientation, Program Administration, Records (Forms), *Residential Programs, Student Characteristics, *Student Records, Vocational Education

Identifiers—Mountain Plains Program

One of two supplements which accompany chapter 2 of "Mountain-Plains Handbook: The Design and Operation of a Residential, Family Oriented Career Education Model" (CE 014 630), this document contains specific information concerning the student monitoring system utilized by the controller's services division. This manual describes in detail the policies and procedures related to the following areas of the Student Flow Through system: pre-entry and orientation; family core curriculum; occupational component; completion and exit mode; and data reports. Also included are miscellaneous procedures that cover personal problems, disciplinary measures, absenteeism, and exceptions to established policy. A large portion of the document consists of related forms and attachments utilized by the Student Flow Through system. (BM)

ED 150 352 CE 014 635

Coyle, David A. And Others

Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement I To Volume 3. Measurement and Evaluation: The Research Services Division.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 75

Contract—NE-C-00-3-0298

Note—85p.; For related documents see CE 014 630-646 ; Some pages may be marginally legible

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Career Education, Charts, *Computer Programs, Data Processing, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, Family Programs, Federal Programs, Glossaries, Guidelines, Indexes (Locaters), Individualized Programs, *Information Processing, Program Administration, *Quality Control, Records (Forms), *Residential Programs, Student Records

Identifiers—Mountain Plains Program

One of five supplements which accompany chapter 3 of "Mountain-Plains Handbook: The Design and Operation of a Residential, Family Oriented Career Education Model" (CE 014 630), this document contains specific information concerning the data monitoring procedures and forms utilized by the research services division. Included are the following materials: data monitor forms; pre-center data procedures; student working folder assembly and use sequence; document control procedures; data quality control procedures; computer loading of student programmatic data procedures; an index of documents; and a glossary of terms and definitions. Various related forms and charts are attached. (BM)

ED 150 353 CE 014 636

Coyle, David A. And Others

Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement II to Volume 3. Measurement and Evaluation: The Research Services Division.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 75

Contract—NE-C-00-3-0298

Note—61p.; For related documents see CE 014 630-646 ; Some pages may be marginally legible

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Career Education, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, Facilities, *Family Programs, Federal Programs, *Guidelines, Individualized Programs, Information Storage, Measurement Techniques, Records (Forms), *Residential Programs, Test Construction, *Testing, Testing Programs, Test Results, Tests

Identifiers—Mountain Plains Program

One of five supplements which accompany chapter three of "Mountain-Plains Handbook: The Design and Operation of a Residential, Family Oriented Career Education Model" (CE 014 630), this document contains specific information concerning testing procedures and forms utilized by the research services division. Included are the following materials: descriptions of the test center facilites and nature of tests administered; procedures for test initiation; scheduling procedures; procedures for reporting test results; procedures for discontinuing testing; rules of conduct in the test center; instructions for maintaining the files; and a discussion of access to the files. The appended materials include the proposal for the test center, the test center orientation speech, a description of tests being administered, a description of tests currently under development, and various related forms. (BM)

ED 150 354 CE 014 637

Coyle, David A. And Others

Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement III to Volume 3. Measurement and Evaluation: The Research Services Division.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 75

Contract—NE-C-00-3-0298

Note—108p.; For related documents see CE 014 630-646 ; Some pages may be marginally legible

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Career Education, Curriculum, *Curriculum Design, Curriculum Development, Curriculum Guides, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, Family Programs, Federal Programs, Flow Charts, *Guidelines, Individualized Programs, *Information Processing, Records (Forms), *Residential Programs

Identifiers—Mountain Plains Program

One of five supplements which accompany chapter three of "Mountain-Plains Handbook: The Design and Operation of a Residential, Family Oriented Career Education Model" (CE 014 630), this document contains specific infomration concerning the curriculum component of the research services division. The curriculum products are listed by curriculum area job titles, course titles, number of units, and number of Learning Activity Packages (LAPS). The procedural guide covering the curriculum monitoring form and production flow system is presented, and the instructor data reporting procedures are delineated. A large portion of the document consists of general curriculum guidelines with related forms and charts. (A sample curriculum unit (CE 014 647) and an orientation guide for instructors (CE 014 652) are available from ERIC. Additional Mountain-Plains curriculum materials, including twenty-two instructional units, are available for on-site inspection at the Research Library at the National Center for Research in Vocational Education at Ohio State University.) (BM)

ED 150 355 CE 014 638

Coyle, David A. And Others

Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement Four to Volume Three. Measurement and Evaluation: The Research Services Division.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 75

Contract—NE-C-00-3-0298

Note—152p.; For related documents see CE 014 630-646 ; Some pages may not reproduce clearly

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Adult Vocational Education, Basic Skills, *Career Education, Communication Skills, Consumer Education, *Curriculum, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, Family Life Education, *Family Programs, Federal Programs, Indexes (Locaters), Individualized Programs, Leadership Training, Mathematics Education, Office Occupations Education, *Residential Programs, Service Education, Trade and Industrial Education, Vocational Education

Identifiers—Mountain Plains Program

One of five supplements which accompany chapter 3 of "Mountain-Plains Handbook: The Design and Operation of a Residential, Family Oriented Career Education Model" (CE 014 630), this document contains a master listing of all Mountain-Plains curriculum, compiled by job title, course, unit, and Learning activity package (LAPS) and arranged in numerical order by curriculum area. Preceding each curriculum area listing is a page of explanatory notes. The following curriculum areas are covered: mathematics skills, communication skills, office education, lodging services, food services, marketing and distribution, automotive, small

engines, health education, consumer education, home management, parent involvement, carpenter, electronics assembler, electrical wireman, plumber, heating systems serviceman, refrigeration/cooling systems serviceman, appliance serviceman, radio and television serviceman, electric motor repairman, draftsman, and leadership training. (A sample curriculum unit (CE 014 647) and an orientation guide for instructors (CE 014 652) are also available from ERIC. Additional Mountain-Plains curriculum materials, including twenty-two instructional units, are available for on-site inspection at the Research Library at the National Center for Research in Vocational Education at Ohio State University.) (BM)

ED 150 356 CE 014 639

Coyle, David A. And Others

Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement V To Volume 3. Measurement and Evaluation: The Research Services Division.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 75

Contract—NE-C-00-3-0298

Note—88p.; For related documents see CE 014 630-646, CE 014 652, and CE 014 647 ; Some pages may not reproduce clearly

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Career Education, Charts, Contracts, *Curriculum Development, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, Family Programs, Federal Programs, *Field Studies, *Guidelines, Individualized Programs, Measurement Instruments, Orientation Materials, Records (Forms), *Research Design, Residential Programs

Identifiers—Mountain Plains Program

One of five supplements which accompany chapter 3 of "Mountain-Plains Handbook: The Design and Operation of a Residential, Family Oriented Career Education Model" (CE 014 630), this document contains specific information concerning curriculum development procedures. The following four major areas are covered: field testing, field test design and instruments, curriculum orientation package, and contractual arrangements. Related forms, charts, and examples are included with each area discussed. (A sample curriculum unit (CE 014 647) and an orientation guide for instructors (CE 014 652) are also available through ERIC. Additional Mountain-Plains curriculum materials, including twenty-two instructional units, are available for on-site inspection at the Research Library at the National Center for Research in Vocational Education at Ohio State University.) (BM)

ED 150 357 CE 014 640

Weber, Ernest And Others

Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement I to Volume 4. The Human Aspect: The Student Services Division.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 75

Contract—NE-C-00-3-0298

Note—123p.; For related documents see CE 014 630-646

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Career Education, *Community Development, *Counseling Services, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, Equipment, Facilities, Facility Guidelines, Federal Programs, Guidelines, Individualized Programs, Objectives, Occupational Guidance, *Program Administration, Records (Forms), Recreational Programs, *Residential Programs, Student Records, Vocational Counseling

Identifiers—Mountain Plains Program

This supplement which accompanies chapter 4 of "Mountain-Plains Handbook: The Design and Operation of a Residential, Family Oriented Career Education Model" (CE 014 630) contains specific information concerning procedures and forms utilized by the student services division. The document is divided into three sections which cover the following components of the student services division: counseling, career guidance, and community development and recreation. The following materials related to the counseling component are included: facility floor plan, equipment list, test list, various lists of counseling products, counseling procedures, and counseling forms. The following materials related to the career guidance component are included: staffing charts and descriptions, equipment list, facility floor plans, various forms and questionnaires, sample lessons, and goals and objectives table. The following materials related to the community development and recreation component are included: facility floor plans; goals and processes of the community development program; recreation forms and reports; policy, procedures, and safety guidelines of the family center; and orientation materials. (BM)

DO NOT FILM THIS PAGE

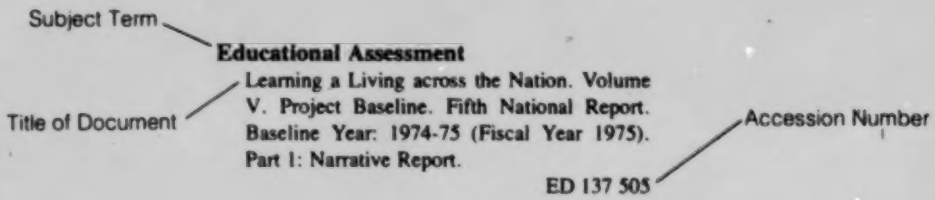
Indexes

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the Resume Section.

The symbol / / appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.


Subject Term
Educational Assessment
Title of Document
Learning a Living across the Nation. Volume V. Project Baseline. Fifth National Report. Baseline Year: 1974-75 (Fiscal Year 1975). Part 1: Narrative Report.
Accession Number
ED 137 505

Academic Achievement
Building Experience-Based Career Education: First Year Evaluation Report, 1976-1977.
ED 150 294
Evaluation of the Second-Shift Program at the Johnstown Area Vocational-Technical School. Final Report.
ED 150 277

Accounting
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement No. 1 to Volume 7. Cost, Data/Records: Controller's Services Division.
ED 150 350

Activities
Professional Teacher Education Module Series. Maintain an Occupational Advisory Committee, Module A-5 of Category A-Program Planning, Development, and Evaluation.
ED 149 155

Administration
Professional Teacher Education Module Series. Maintain an Occupational Advisory Committee, Module A-5 of Category A-Program Planning, Development, and Evaluation.
ED 149 155
Professional Teacher Education Modules Series. Conduct a Community Survey, Module A-2 of Category A-Program Planning, Development, and Evaluation.
ED 149 152

Administrative Policy
Professional Teacher Education Module Series. Organize an Occupational Advisory Committee, Module A-4 of Category A-Program Planning, Development, and Evaluation.
ED 149 154

Administrative Principles
A Planning Charter for the Youth Employment and Demonstration Projects Act of 1977.
ED 150 321

Adoption (Ideas)
Guide to Adoption & Implementation Decisions for the Far West Model of EBCE. A Workbook for Decision Makers.
ED 150 336
A Study of Career Education in Six School Districts.
ED 149 130

Adult Education
Adult and Continuing Education: The Next Ten Years. Information Series No. 114.
ED 149 183
Adult Education Teaching Techniques. Information Series No. 110.
ED 149 180
Industry/Education Cooperation for Adult Continuing Education. Information Series No. 111.
ED 149 181

Adult Education Programs
Adult and Continuing Education: The Next Ten Years. Information Series No. 114.
ED 149 183

Adult Educators
Assessment of Inservice Needs of Part-Time Adult Vocational Teachers in Pennsylvania. Vocational-Technical Education Research Report. Adult Vocational Education, Monograph Number 1.
ED 150 281

Adult Vocational Education
Handbook for Teachers of Adult Occupational Education.
ED 149 160
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement Four to Volume Three. Measurement and Evaluation: The Research Services Division.
ED 150 355

Advanced Students
Professional Teacher Education Module Series. Provide Instruction for Slower and More Capable Learners, Module C-14 of Category C-Instructional Execution.
ED 149 078

Advisory Committees
National Advisory Council on Vocational Education. 1976 Annual Report.
ED 149 145
Overview: 1976 Reports of the State Advisory Councils on Vocational Education.
ED 149 057
Professional Teacher Education Module Series. Maintain an Occupational Advisory Committee, Module A-5 of Category A-Program Planning, Development, and Evaluation.
ED 149 155
Professional Teacher Education Module Series. Organize an Occupational Advisory Committee,

Module A-4 of Category A–Program Planning, Development, and Evaluation.
ED 149 154
Resource Book for State Advisory Councils on Vocational Education.
ED 149 058

Affective Behavior
Professional Teacher Education Module Series. Assess Student Performance: Attitudes, Module D-3 of Category D–Instructional Evaluation.
ED 149 096

Affective Tests
Professional Teacher Education Module Series. Assess Student Performance: Attitudes, Module D-3 of Category D–Instructional Evaluation.
ED 149 096

Agency Role
Resource Book for State Advisory Councils on Vocational Education.
ED 149 058

Agricultural Education
Implementing the Metric System in Agricultural Occupations. Metric Implementation Guide.
ED 149 167

Architectural Elements
Trade and Industrial Education Course of Study for Carpentry.
ED 150 344

Articulation (Program)
Program Evaluation and Planning for the Vocational Education of Handicapped Students: Secondary, Post-Secondary Articulation.
ED 150 332

Assignments
Professional Teacher Education Module Series. Guide Student Study, Module C-6 of Category C–Instructional Execution.
ED 149 070

Attention Control
Professional Teacher Education Module Series. Introduce a Lesson, Module C-10 of Category C–Instructional Execution.
ED 149 074

Audio Equipment
Professional Teacher Education Module Series. Present Information with Audio Recordings, Module C-26 of Category C–Instructional Execution.
ED 149 090

Audiovisual Aids
Handbook for Teachers of Adult Occupational Education.
ED 149 160

Auto Body Repairmen
Trade and Industrial Education Course of Study for Automotive Body and Fender.
ED 149 150

Auto Mechanics
Diesel Engine Mechanics.
ED 149 162
Trade and Industrial Education Course of Study for Automotive Body and Fender.
ED 149 150

Basic Business
The Alpha Mu Study: A Report on the Survey of Basic Business Survival Skills.
ED 149 161

Basic Skills
Trade and Industrial Education Course of Study for Carpentry.
ED 150 344
Trade and Industrial Education Course of Study for Painting and Decorating.
ED 150 345
Trade and Industrial Education Course of Study for Sheet Metal.
ED 150 346
Trade and Industrial Education Course of Study for Upholstery.
ED 149 149

Behavioral Objectives
Basic Training Course/Emergency Medical Technician. (1977 Edition). Student Study Guide.
ED 150 325
Competency-Based Vocational Education: A Review. Information Series No. 115.
ED 149 184
Dual Role: Consumer and Homemaking for the Occupation of Homemaker. Vocational Home Economics Curriculum Guide for Ohio.
ED 150 286
Professional Teacher Education Module Series. Develop Program Goals and Objectives, Module A-6 of Category A–Program Planning, Development, and Evaluation.
ED 149 156
Professional Teacher Education Module Series. Develop Student Performance Objectives, Module B-2 of Category B–Instructional Planning.
ED 149 060
Teaching General Business. Delta Pi Epsilon Rapid Reader No. 1.
ED 150 327
Teaching Typewriting. Delta Pi Epsilon Rapid Reader No. 3.
ED 150 329
Trade and Industrial Education Course of Study for Carpentry.
ED 150 344
Trade and Industrial Education Course of Study for Painting and Decorating.
ED 150 345
Trade and Industrial Education Course of Study for Sheet Metal.
ED 150 346
Trade and Industrial Education Course of Study for Upholstery.
ED 149 149

Budgeting
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement No. I to Volume 2. Cost, Data/Records: Controller's Services Division.
ED 150 350

Bulletin Boards
Professional Teacher Education Module Series. Prepare Bulletin Boards and Exhibits, Module C-21 of Category C–Instructional Execution.
ED 149 085

Business Education
The Alpha Mu Study: A Report on the Survey of Basic Business Survival Skills.
ED 149 161
Design and Conduct of Educational Surveys and Experiments. Delta Pi Epsilon Service Bulletin No. 2.
ED 150 331
Implementing the Metric System in Business Occupations. Metric Implementation Guide.
ED 149 171
Teaching General Business. Delta Pi Epsilon Rapid Reader No. 1.
ED 150 327

Business Skills
The Alpha Mu Study: A Report on the Survey of Basic Business Survival Skills.
ED 149 161

Career Awareness
Evaluation of the Second-Shift Program at the Johnstown Area Vocational-Technical School. Final Report.
ED 150 277

Career Education
Building Experience-Based Career Education: First Year Evaluation Report, 1976-1977.
ED 150 294
Career Education: The Role of School-Related Youth Groups and Voluntary Organizations. Information Series No. 108.
ED 149 178
Career Guidance Information Needs of Rural and Small Schools. Research and Development Series No. 130.
ED 149 133
Community Resource Coordinator's Guide. Washington State Community Resource System for Career Education.
ED 150 299
Evaluation Report for the Occupational Exploration Program. Pilot Test 1975.
ED 150 305
ExCEL, Exploring Careers Through Experiential Learning: Year One Evaluation Report.
ED 150 295
Experience Based Career Education at Wichita East High School: A Third Party Evaluation.
ED 150 285
Experience Based Career Education Project. Final Report.
ED 150 289
Experience-Based Career Education. High School Level Demonstration Project. Interim Report. First Year (September 20, 1976 to September 20, 1977).
ED 150 283
Experienced Based Career Education. Final Report. September 17, 1977 to October 15, 1977.
ED 150 288
The Implementation of the East Shore Career Education Center. Final Report.
ED 150 278
A Manual for the Implementation of a Rural-Based K-12 Career Education Program. Careers Resource Project.
ED 149 053
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement Four to Volume Three. Measurement and Evaluation: The Research Services Division.
ED 150 355
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement I to Volume 1. Management and Resources: The Executive Division.
ED 150 348
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement I To Volume 3. Measurement and Evaluation: The Research Services Division.
ED 150 352
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement I to Volume 4. The Human Aspect: The Student Services Division.
ED 150 357
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement II to Volume 3. Measurement and Evaluation: The Research Services Division.
ED 150 353
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education

Program. Appendix. Supplement III to Volume 3. Measurement and Evaluation: The Research Services Division.
ED 150 354

Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement No. I to Volume 2. Cost, Data/Records: Controller's Services Division.
ED 150 350

Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement No. II to Volume 2. Cost/Data/Records: Controller's Services Division.
ED 150 351

Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement Nos. II and III to Volume 1. The Philosophy and Implementation: A Program Overview.
ED 150 349

Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement V To Volume 3. Measurement and Evaluation: The Research Services Division.
ED 150 356

Mountain-Plains Handbook: The Design and Operation of a Residential, Family Oriented Career Education Model.
ED 150 347

Planning for Change through Career Education. Interim Report.
ED 149 129

Research in Career Education: The State of the Art. Information Series No. 106.
ED 149 177

Sex Fairness in Career Education. Information Series No. 109.
ED 149 179

Sex Fairness in Vocational Education. Information Series No. 120.
ED 149 189

Special Materials. Washington State Community Resource System for Career Education.
ED 150 301

A Study of Career Education in Six School Districts.
ED 149 130

A Study of Career Education in Six School Districts. Appendix A–Procedures.
ED 149 131

A Study of Career Education in Six School Districts. Appendix B–Case Studies.
ED 149 132

Teacher's Guide. Washington State Community Resource System for Career Education.
ED 150 300

The Theoretical Basis of Experience-Based Career Education.
ED 150 338

Career Exploration

Career Education: Planning, Learning, Understanding, Succeeding (CE+). Interim Report.
ED 150 290

The Implementation of the East Shore Career Education Center. Final Report.
ED 150 278

Job Cluster for Manufacturing Occupations at the High School Level. Final Report.
ED 149 134

Carpentry

Carpentry Literature. Readability vs. Reading Ability.
ED 149 128

Trade and Industrial Education Course of Study for Carpentry.
ED 150 344

Case Studies

A Study of Career Education in Six School Districts. Appendix B–Case Studies.
ED 149 132

Chalkboards

Professional Teacher Education Module Series. Present Information with the Chalkboard and Flip Chart, Module C-29 of Category C–Instructional Execution.
ED 149 093

Change Strategies

Metrics for Occupations. Information Series No. 118.
ED 149 187

Programs of Career Guidance, Counseling, Placement, Follow-Up and Follow-Through. A Futures Perspective. Information Series No. 107.
ED 149 176

Sex Fairness in Career Education. Information Series No. 109.
ED 149 179

Sex Fairness in Vocational Education. Information Series No. 120.
ED 149 189

A Study of Career Education in Six School Districts.
ED 149 130

A Study of Career Education in Six School Districts. Appendix B–Case Studies.
ED 149 132

Charts

Professional Teacher Education Module Series. Present Information with the Chalkboard and Flip Chart, Module C-29 of Category C–Instructional Execution.
ED 149 093

Citation Indexes

Resources in Vocational Education. Volume 10. Annual Index 1977.
ED 149 166

Civil Liberties

The Legal Status of Homemakers in Wisconsin.
ED 149 121

Class Management

Professional Teacher Education Module Series. Assist Students in Developing Self-Discipline, Module E-7 of Category E–Instructional Management.
ED 149 106

Classroom Techniques

Professional Teacher Education Module Series. Assist Students in Developing Self-Discipline, Module E-7 of Category E–Instructional Management.
ED 149 106

Cluster Grouping

Industrial Arts Curriculum Guide–Level I for North Dakota Secondary Schools Using the Cluster Technologies Approach. Final Report. Research Series No. 55.
ED 150 298

Coal Mining

Upgrading Mine Electricians in the Use of Solid State Electrical Controls. Student Curriculum.
ED 150 335

Upgrading Mine Electricians in the Use of Solid State Electrical Controls. Teacher Guide.
ED 150 334

Cocurricular Activities

Professional Teacher Education Module Series. Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities, Module H-4 of Category H–Student Vocational Organization.
ED 149 117

Professional Teacher Education Module Series. Guide Participation in Student Vocational Organization Contests, Module H-6 of Category H–Student Vocational Organization.
ED 149 119

Cognitive Tests

Professional Teacher Education Module Series. Assess Student Performance: Knowledge, Module D-2 of Category D–Instructional Evaluation.
ED 149 095

Collective Bargaining

Productivity and Job Security: Attrition–Benefits and Problems.
ED 149 142

Community Action

The Community Action Agency Youth Development Program Manual. A Technical Assistance Pamphlet.
ED 149 055

Community Development

An Evaluation of Community Organization and Leadership Development in Cooperative Extension's Community Development Program. A National Task Force Report.
ED 150 291

Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement I to Volume 4. The Human Aspect: The Student Services Division.
ED 150 357

Community Education

An Evaluation of Community Organization and Leadership Development in Cooperative Extension's Community Development Program. A National Task Force Report.
ED 150 291

Community Involvement

Community Resource Coordinator's Guide. Washington State Community Resource System for Career Education.
ED 150 299

Special Materials. Washington State Community Resource System for Career Education.
ED 150 301

Teacher's Guide. Washington State Community Resource System for Career Education.
ED 150 300

Community Programs

A Planning Charter for the Youth Employment and Demonstration Projects Act of 1977.
ED 150 321

Community Resources

Community Resource Coordinator's Guide. Washington State Community Resource System for Career Education.
ED 150 299

Special Materials. Washington State Community Resource System for Career Education.
ED 150 301

Teacher's Guide. Washington State Community Resource System for Career Education.
ED 150 300

Community Service Programs

The Community Action Agency Youth Development Program Manual. A Technical Assistance Pamphlet.
ED 149 055

Community Surveys

Professional Teacher Education Module Series. Prepare for a Community Survey, Module A-1 of Category A–Program Planning, Development, and Evaluation.
ED 149 151

Professional Teacher Education Module Series. Report the Findings of a Community Survey, Module A-3 of Category A–Program Planning, Development, and Evaluation.

ED 149 153
Professional Teacher Education Modules Series. Conduct a Community Survey, Module A-2 of Category A-Program Planning, Development, and Evaluation.
ED 149 152

Comprehensive Employment and Training Act
On-the-Job Training: CETA Program Models.
ED 149 164

Computer Graphics
Graphic Communications-Preparatory Area. Book I-Typography and Modern Typesetting. Student Manual.
ED 149 146
Graphic Communications-Preparatory Area. Book I-Typography and Modern Typesetting. Teacher's Manual.
ED 149 147

Computer Programs
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement I To Volume 3. Measurement and Evaluation: The Research Services Division.
ED 150 352

Conceptual Schemes
The Theoretical Basis of Experience-Based Career Education.
ED 150 338

Conferences
Professional Teacher Education Modules Series. Use Conferences To Help Meet Student Needs, Module F-3 of Category F-Guidance.
ED 149 111

Construction (Process)
Trade and Industrial Education Course of Study for Carpentry.
ED 150 344
Trade and Industrial Education Course of Study for Sheet Metal.
ED 150 346

Consumer Education
Consumer Education for Kindergarten through Grade 8.
ED 150 276
Dual Role: Consumer and Homemaking for the Occupation of Homemaker. Vocational Home Economics Curriculum Guide for Ohio.
ED 150 286
Facilities and Equipment for Home Economics Education: Consumer and Homemaking, Occupational Home Economics.
ED 149 141
The Role of the Consumer In Assuring Quality Health Care.
ED 150 269
Teaching Consumer Education. Delta Pi Epsilon Rapid Reader No. 2.
ED 150 328

Consumer Protection
The Role of the Consumer In Assuring Quality Health Care.
ED 150 269

Contests
Professional Teacher Education Module Series. Guide Participation in Student Vocational Organization Contests, Module H-6 of Category H-Student Vocational Organization.
ED 149 119

Continuous Learning
Lifelong Learning and the Educational System: Expansion or Reform?
ED 149 163

Cooperative Education
Cooperative Education Handbook.
ED 150 282
Cooperative Education: A Review. Information Series No. 116.
ED 149 185

Cooperative Planning
The Implementation of the East Shore Career Education Center. Final Report.
ED 150 278
Methods and Procedures for Job Identification and Placement Based Upon Industrial Needs. Final Report.
ED 149 048

Cooperative Programs
Cooperative Education: A Review. Information Series No. 116.
ED 149 185

Counseling Services
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement I to Volume 4. The Human Aspect: The Student Services Division.
ED 150 357

Course Content
Basic Training Course/Emergency Medical Technician (Second Edition). Course Guide.
ED 150 326
Basic Training Course/Emergency Medical Technician (Second Edition). Instructor's Lesson Plan.
ED 150 323
Curriculum Guide for Hospitality Education. Part II. Exemplary Project.
ED 150 287
Teaching Consumer Education. Delta Pi Epsilon Rapid Reader No. 2.
ED 150 328

Course Evaluation
Training Program for Emergency Medical Technician: Dispatcher. 1-Course Guide.
ED 150 302

Course Organization
Professional Teacher Education Module Series. Develop a Course of Study, Module A-8 of Category A-Program Planning, Development, and Evaluation.
ED 149 158

Curriculum
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement Four to Volume Three. Measurement and Evaluation: The Research Services Division.
ED 150 355
Professional Teacher Education Module Series. Develop a Course of Study, Module A-8 of Category A-Program Planning, Development, and Evaluation.
ED 149 158

Curriculum Design
Curriculum Guide for Hospitality Education. Part II. Exemplary Project.
ED 150 287
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement III to Volume 3. Measurement and Evaluation: The Research Services Division.
ED 150 354

Curriculum Development
A Career Approach to Natural Resource Management in Wildlife and Recreation. Final Report.
ED 149 124
Curriculum Guide for Hospitality Education. Part I. Exemplary Project.
ED 150 333
Curriculum Guide for Hospitality Education. Part II. Exemplary Project.
ED 150 287
Industrial Arts Curriculum Guide-Level I for North Dakota Secondary Schools Using the Cluster Technologies Approach. Final Report. Research Series No. 55.
ED 150 298
Job Cluster for Manufacturing Occupations at the High School Level. Final Report.
ED 149 134
Market Aspects of an Interior Design Program.
ED 149 050
Methods and Procedures for Job Identification and Placement Based Upon Industrial Needs. Final Report.
ED 149 048
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement V To Volume 3. Measurement and Evaluation: The Research Services Division.
ED 150 356
The Needs Assessment of Implementing NTIS into the VTAE System. Final Report.
ED 149 125
Teacher's Guide. Washington State Community Resource System for Career Education.
ED 150 300
The Vocational Educator's Guide to Competency-Based Personalized Instruction.
ED 150 279
Vocational Research Coordinating Unit. A Handbook of Services.
ED 150 324
Vocational-Technical Course in Petroleum Production.
ED 150 337

Curriculum Evaluation
Design and Field Testing of a Systematic Procedure for Evaluating Vocational Programs. Final Report.
ED 150 296

Curriculum Planning
Curriculum Guide for Hospitality Education. Part I. Exemplary Project.
ED 150 333
Professional Teacher Education Module Series. Individualize Instruction, Module C-18 of Category C-Instructional Execution.
ED 149 082
Teacher's Guide. Washington State Community Resource System for Career Education.
ED 150 300
Training Program for Emergency Medical Technician: Dispatcher. 1-Course Guide.
ED 150 302

Daily Living Skills
The Alpha Mu Study: A Report on the Survey of Basic Business Survival Skills.
ED 149 161

Data Analysis
Professional Teacher Education Module Series. Report the Findings of a Community Survey, Module A-3 of Category A-Program Planning, Development, and Evaluation.
ED 149 153

Data Bases
Information Resources for Education. First Edition. Information Series No. 123.
ED 149 192

Data Collection
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement No. II to Volume 2. Cost/Data/Records: Controller's Services Division.
ED 150 351

Professional Teacher Education Module Series. Conduct a Student Follow-Up Study, Module A-10 of Category A–Program Planning, Development, and Evaluation.
ED 149 174
Professional Teacher Education Module Series. Conduct an Occupational Analysis, Module A-7 of Category A–Program Planning, Development, and Evaluation.
ED 149 157
Professional Teacher Education Module Series. Determine Needs and Interests of Students, Module B-1 of Category B–Instructional Planning.
ED 149 059
Professional Teacher Education Module Series. Gather Student Data Through Personal Contacts, Module F-2 of Category F–Guidance.
ED 149 110
Professional Teacher Education Module Series. Gather Student Data Using Formal Data-Collection Techniques, Module F-1 of Category F–Guidance.
ED 149 109
Professional Teacher Education Modules Series. Conduct a Community Survey, Module A-2 of Category A–Program Planning, Development, and Evaluation.
ED 149 152
Research: Process and Product. Delta Pi Epsilon Service Bulletin No. 1.
ED 150 330

Data Processing
Professional Teacher Education Module Series. Conduct a Student Follow-Up Study, Module A-10 of Category A–Program Planning, Development, and Evaluation.
ED 149 174
Professional Teacher Education Module Series. Conduct an Occupational Analysis, Module A-7 of Category A–Program Planning, Development, and Evaluation.
ED 149 157
Professional Teacher Education Module Series. Report the Findings of a Community Survey, Module A-3 of Category A–Program Planning, Development, and Evaluation.
ED 149 153

Data Sheets
Professional Teacher Education Module Series. Conduct an Occupational Analysis, Module A-7 of Category A–Program Planning, Development, and Evaluation.
ED 149 157
Special Materials. Washington State Community Resource System for Career Education.
ED 150 301

Decision Making
Decision Model for Vocational Education. Final Report.
ED 149 159

Definitions
Competency-Based Vocational Education: A Review. Information Series No. 115.
ED 149 184

Demonstrations (Educational)
Professional Teacher Education Module Series. Demonstrate a Concept or Principle, Module C-17 of Category C–Instructional Execution.
ED 149 081
Professional Teacher Education Module Series. Demonstrate a Manipulative Skill, Module C-16 of Category C–Instructional Execution.
ED 149 080

Diesel Engines
Diesel Engine Mechanics.
ED 149 162

Disadvantaged Groups
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement Four to Volume Three. Measurement and Evaluation: The Research Services Division.
ED 150 355
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement I to Volume 1. Management and Resources: The Executive Division.
ED 150 348
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement I To Volume 3. Measurement and Evaluation: The Research Services Division.
ED 150 352
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement I to Volume 4. The Human Aspect: The Student Services Division.
ED 150 357
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement II to Volume 3. Measurement and Evaluation: The Research Services Division.
ED 150 353
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement III to Volume 3. Measurement and Evaluation: The Research Services Division.
ED 150 354
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement No. I to Volume 2. Cost, Data/Records: Controller's Services Division.
ED 150 350
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement No. II to Volume 2. Cost/Data/Records: Controller's Services Division.
ED 150 351
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement Nos. II and III to Volume 1. The Philosophy and Implementation: A Program Overview.
ED 150 349
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement V To Volume 3. Measurement and Evaluation: The Research Services Division.
ED 150 356
Mountain-Plains Handbook: The Design and Operation of a Residential, Family Oriented Career Education Model.
ED 150 347

Discipline
Professional Teacher Education Module Series. Assist Students in Developing Self-Discipline, Module E-7 of Category E–Instructional Management.
ED 149 106

Discussion (Teaching Technique)
Professional Teacher Education Module Series. Conduct Group Discussions, Panel Discussions, and Symposiums, Module C-2 of Category C–Instructional Execution.
ED 149 066

Dispatchers
Training Program for Emergency Medical Technician: Dispatcher. 1–Course Guide.
ED 150 302
Training Program for Emergency Medical Technician: Dispatcher. 2–Instructor Lesson Plans.
ED 150 303
Training Program for Emergency Medical Technician: Dispatcher. 3–Student Study Guide.
ED 150 304

Economically Disadvantaged
The Community Action Agency Youth Development Program Manual. A Technical Assistance Pamphlet.
ED 149 055

Education Amendments 1976
The Educational Amendments of 1976 and Their Implications for Vocational Education. Information Series No. 122.
ED 149 191

Educational Administration
Education Service and Work: The Multi-Funded Approach.
ED 149 127

Educational Alternatives
Building Experience-Based Career Education: First Year Evaluation Report, 1976-1977.
ED 150 294
Career Education: Planning, Learning, Understanding, Succeeding (CE+). Interim Report.
ED 150 290
Evaluation of the Second-Shift Program at the Johnstown Area Vocational-Technical School. Final Report.
ED 150 277
ExCEL, Exploring Careers Through Experiential Learning: Year One Evaluation Report.
ED 150 295
Experience Based Career Education at Wichita East High School: A Third Party Evaluation.
ED 150 285
Experience Based Career Education Project. Final Report.
ED 150 289
Experienced Based Career Education. Final Report. September 17, 1977 to October 15, 1977.
ED 150 288
Planning for Change through Career Education. Interim Report.
ED 149 129

Educational Assessment
Design and Field Testing of a Systematic Procedure for Evaluating Vocational Programs. Final Report.
ED 150 296
Program Evaluation in Vocational Education: A Review. Information Series No. 117.
ED 149 186
Research in Career Education: The State of the Art. Information Series No. 106.
ED 149 177

Educational Benefits
The Effect of Post Secondary Vocational Education in Assisting Students to Overcome Class and Income Inequality.
ED 149 049

Educational Change
Lifelong Learning and the Educational System: Expansion or Reform?
ED 149 163
Metrics for Occupations. Information Series No. 118.
ED 149 187
A Study of Career Education in Six School Districts.
ED 149 130
A Study of Career Education in Six School Districts. Appendix B–Case Studies.
ED 149 132
Toward the Future: Society/Technology/Industrial Arts.
ED 150 293

Educational Development
Adult and Continuing Education: The Next Ten Years. Information Series No. 114.
ED 149 183
Lifelong Learning and the Educational System: Expansion or Reform?
ED 149 163
Research in Career Education: The State of the Art. Information Series No. 106.
ED 149 177
Toward the Future: Society/Technology/Industrial Arts.
ED 150 293

Educational Equipment
Facilities and Equipment for Home Economics Education: Consumer and Homemaking, Occupational Home Economics.
ED 149 141

Educational Finance
Education Service and Work: The Multi-Funded Approach.
ED 149 127

Educational Games
Games for Learning.
ED 149 148

Educational Innovation
A Study of Career Education in Six School Districts.
ED 149 130

Educational Legislation
The Educational Amendments of 1976 and Their Implications for Vocational Education. Information Series No. 122.
ED 149 191

Educational Needs
Assessment of Inservice Needs of Part-Time Adult Vocational Teachers in Pennsylvania. Vocational-Technical Education Research Report. Adult Vocational Education, Monograph Number 1.
ED 150 281
The Educational Amendments of 1976 and Their Implications for Vocational Education. Information Series No. 122.
ED 149 191
Issues and Policy In Vocational Education. Information Series No. 121.
ED 149 190
Preretirement Education. Information Series No. 112.
ED 149 182
The Response of Vocational Education to the National Energy Crisis. A Special Report.
ED 149 144
Toward the Future: Society/Technology/Industrial Arts.
ED 150 293

Educational Objectives
Consumer Education for Kindergarten through Grade 8.
ED 150 276
Experienced Based Career Education. Final Report. September 17, 1977 to October 15, 1977.
ED 150 288
Industrial Arts Curriculum Guide–Level I for North Dakota Secondary Schools Using the Cluster Technologies Approach. Final Report. Research Series No. 55.
ED 150 298
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement Nos. II and III to Volume 1. The Philosophy and Implementation: A Program Overview.
ED 150 349
Professional Teacher Education Module Series. Develop Long-Range Program Plans, Module A-9 of Category A–Program Planning, Development, and Evaluation.
ED 149 173

Educational Philosophy
Professional Teacher Education Module Series. Develop a Personal Philosophy Concerning Student Vocational Organizations, Module H-1 of Category H–Student Vocational Organization.
ED 149 114

Educational Planning
Decision Model for Vocational Education. Final Report.
ED 149 159
Preretirement Education. Information Series No. 112.
ED 149 182
Professional Teacher Education Module Series. Determine Needs and Interests of Students, Module B-1 of Category B–Instructional Planning.
ED 149 059
Professional Teacher Education Module Series. Develop a Lesson Plan, Module B-4 of Category B–Instructional Planning.
ED 149 062
Professional Teacher Education Module Series. Develop a Unit of Instruction, Module B-3 of Category B–Instructional Planning.
ED 149 061
Professional Teacher Education Module Series. Develop Student Performance Objectives, Module B-2 of Category B–Instructional Planning.
ED 149 060
Professional Teacher Education Module Series. Prepare Teacher-Made Instructional Materials, Module B-6 of Category B–Instructional Planning.
ED 149 064
Professional Teacher Education Module Series. Select Student Instructional Materials, Module B-5 of Category B–Instructional Planning.
ED 149 063

Educational Policy
The Educational Amendments of 1976 and Their Implications for Vocational Education. Information Series No. 122.
ED 149 191
Issues and Policy In Vocational Education. Information Series No. 121.
ED 149 190
Lifelong Learning and the Educational System: Expansion or Reform?
ED 149 163
Resource Book for State Advisory Councils on Vocational Education.
ED 149 058

Educational Principles
Teaching Typewriting. Delta Pi Epsilon Rapid Reader No. 3.
ED 150 329

Educational Problems
Overview: 1976 Reports of the State Advisory Councils on Vocational Education.
ED 149 057

Educational Research
Adult Education Teaching Techniques. Information Series No. 110.
ED 149 180
Research in Career Education: The State of the Art. Information Series No. 106.
ED 149 177

Educational Resources
Information Resources for Education. First Edition. Information Series No. 123.
ED 149 192

Educational Responsibility
The Response of Vocational Education to the National Energy Crisis. A Special Report.
ED 149 144

Educational Strategies
Business/Industry/Labor and Personnel Development in Vocational Education. Information Series No. 124.
ED 149 193
Industry/Education Cooperation for Adult Continuing Education. Information Series No. 111.
ED 149 181
Vocational Education for the Handicapped: A Review. Information Series No. 119.
ED 149 188

Educational Theories
The Theoretical Basis of Experience-Based Career Education.
ED 150 338

Effective Teaching
Professional Teacher Education Module Series. Evaluate Your Instructional Effectiveness, Module D-6 of Category D–Instructional Evaluation.
ED 149 099

Electricians
Upgrading Mine Electricians in the Use of Solid State Electrical Controls. Teacher Guide.
ED 150 334

Electricity
Syllabus in Trade Electricity-Electronics. Section II. Trade Electricity.
ED 150 342

Emergency Squad Personnel
Basic Training Course/Emergency Medical Technician (Second Edition). Course Guide.
ED 150 326
Basic Training Course/Emergency Medical Technician (Second Edition). Instructor's Lesson Plan.
ED 150 323
Basic Training Course/Emergency Medical Technician. (1977 Edition). Student Study Guide.
ED 150 325
Training Program for Emergency Medical Technician: Dispatcher. 1–Course Guide.
ED 150 302
Training Program for Emergency Medical Technician: Dispatcher. 2–Instructor Lesson Plans.
ED 150 303
Training Program for Emergency Medical Technician: Dispatcher. 3–Student Study Guide.
ED 150 304

Employee Attitudes
1974-76 Follow-up of the Physically Handicapped in Pennsylvania.
ED 149 165

Employee Responsibility
Cooperative Education Handbook.
ED 150 282

Employer Attitudes
Occupational Training in Selected Metalworking Industries, 1974. A Report on a Survey of Selected Occupations.
ED 150 319

Employment Patterns
Career Management and Women.
ED 150 272
Employment Opportunity in the Schools. Job Patterns of Minorities and Women in Public Elementary and Secondary Schools, 1975.
ED 150 322
Sex Fairness in Career Education. Information Series No. 109.
ED 149 179

Employment Practices
Productivity and Job Security: Attrition–Benefits and Problems.
ED 149 142

Employment Programs
Placing Minority Women in Professional Jobs. R&D Monograph 55.
ED 149 135

Employment Projections
Decision Model for Vocational Education. Final Report.
ED 149 159

Employment Statistics
Employment Opportunity in the Schools. Job Patterns of Minorities and Women in Public Elementary and Secondary Schools, 1975.
ED 150 322

Energy
The Response of Vocational Education to the National Energy Crisis. A Special Report.
ED 149 144

Energy Conservation
The Response of Vocational Education to the National Energy Crisis. A Special Report.
ED 149 144

Enrollment Rate
Occupational Training in Selected Metalworking Industries, 1974. A Report on a Survey of Selected Occupations.
ED 150 319

Entry Workers
Determining Performance Levels of Competencies for Job Entry Required of Beginning Farm Operators. Final Report.
ED 149 052

Environmental Education
A Career Approach to Natural Resource Management in Wildlife and Recreation. Final Report.
ED 149 124

Equipment Maintenance
Diesel Engine Mechanics.
ED 149 162

Equipment Utilization
Professional Teacher Education Module Series. Present Information with Audio Recordings, Module C-26 of Category C–Instructional Execution.
ED 149 090

Evaluation Methods
Design and Field Testing of a Systematic Procedure for Evaluating Vocational Programs. Final Report.
ED 150 296
Program Evaluation in Vocational Education: A Review. Information Series No. 117.
ED 149 186
Values & Information: An Approach to Evaluation Planning. The Far West Model. Experience-Based Career Education.
ED 150 339

Exhibits
Professional Teacher Education Module Series. Prepare Bulletin Boards and Exhibits, Module C-21 of Category C–Instructional Execution.
ED 149 085

Experience Based Career Education
Building Experience-Based Career Education: First Year Evaluation Report, 1976-1977.
ED 150 294
Career Education: Planning, Learning, Understanding, Succeeding (CE+). Interim Report.
ED 150 290
Experience Based Career Education at Wichita East High School: A Third Party Evaluation.
ED 150 285
Experience Based Career Education Project. Final Report.
ED 150 289
Experience-Based Career Education. High School Level Demonstration Project. Interim Report. First Year (September 20, 1976 to September 20, 1977).
ED 150 283
Experienced Based Career Education. Final Report. September 17, 1977 to October 15, 1977.
ED 150 288
ExCEL, Exploring Careers Through Experiential Learning: Year One Evaluation Report.
ED 150 295
Guide to Adoption & Implementation Decisions for the Far West Model of EBCE. A Workbook for Decision Makers.
ED 150 336
Planning for Change through Career Education. Interim Report.
ED 149 129
The Theoretical Basis of Experience-Based Career Education.
ED 150 338
Values & Information: An Approach to Evaluation Planning. The Far West Model. Experience-Based Career Education.
ED 150 339

Experiments
Design and Conduct of Educational Surveys and Experiments. Delta Pi Epsilon Service Bulletin No. 2.
ED 150 331
Upgrading Mine Electricians in the Use of Solid State Electrical Controls. Student Curriculum.
ED 150 335

Extension Education
An Evaluation of Community Organization and Leadership Development in Cooperative Extension's Community Development Program. A National Task Force Report.
ED 150 291

Facility Improvement
Professional Teacher Education Module Series. Arrange for Improvement of Your Vocational Facilities, Module E-3 of Category E–Instructional Management.
ED 149 102

Facility Planning
Facilities and Equipment for Home Economics Education: Consumer and Homemaking, Occupational Home Economics.
ED 149 141

Facility Requirements
Facilities and Equipment for Home Economics Education: Consumer and Homemaking, Occupational Home Economics.
ED 149 141

Family Programs
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program: Appendix. Supplement Four to Volume Three. Measurement and Evaluation: The Research Services Division.
ED 150 355
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement I to Volume 1. Management and Resources: The Executive Division.
ED 150 348
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement II to Volume 3. Measurement and Evaluation: The Research Services Division.
ED 150 353
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement Nos. II and III to Volume 1. The Philosophy and Implementation: A Program Overview.
ED 150 349
Mountain-Plains Handbook: The Design and Operation of a Residential, Family Oriented Career Education Model.
ED 150 347

Farm Management
Determining Performance Levels of Competencies for Job Entry Required of Beginning Farm Operators. Final Report.
ED 149 052

Farm Occupations
Determining Performance Levels of Competencies for Job Entry Required of Beginning Farm Operators. Final Report.
ED 149 052

Federal Legislation
The Educational Amendments of 1976 and Their Implications for Vocational Education. Information Series No. 122.
ED 149 191
Issues and Policy In Vocational Education. Information Series No. 121.
ED 149 190
Resource Book for State Advisory Councils on Vocational Education.
ED 149 058

Federal Programs
National Advisory Council on Vocational Education. 1976 Annual Report.
ED 149 145

Females
Career Management and Women.
ED 150 272
Employment Opportunity in the Schools. Job Patterns of Minorities and Women in Public Elementary and Secondary Schools, 1975.
ED 150 322
Placing Minority Women in Professional Jobs. R&D Monograph 55.
ED 149 135

Field Instruction
Professional Teacher Education Module Series. Direct Field Trips, Module C-1 of Category C–Instructional Execution.
ED 149 065

Field Studies
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement V To Volume 3. Measurement and Evaluation: The Research Services Division.
ED 150 356

Field Trips
Professional Teacher Education Module Series. Direct Field Trips, Module C-1 of Category C–Instructional Execution.
ED 149 065

Filing
Professional Teacher Education Module Series. Maintain a Filing System, Module E-4 of Category E–Instructional Management.
ED 149 103

Films
Professional Teacher Education Module Series. Present Information with Films, Module C-25 of Category C–Instructional Execution.
ED 149 089

Filmstrips
Professional Teacher Education Module Series. Present Information with Filmstrips and Slides, Module C-24 of Category C–Instructional Execution.
ED 149 088

Financial Support
Education Service and Work: The Multi-Funded Approach.
ED 149 127

First Aid
Professional Teacher Education Module Series. Provide for the First Aid Needs of Students, Module E-6 of Category E–Instructional Management.
ED 149 105

Future Homemakers of America
Dual Role: Consumer and Homemaking for the Occupation of Homemaker. Vocational Home Economics Curriculum Guide for Ohio.
ED 150 286

Futures (of Society)
Adult and Continuing Education: The Next Ten Years. Information Series No. 114.
ED 149 183
Programs of Career Guidance, Counseling, Placement, Follow-Up and Follow-Through. A Futures Perspective. Information Series No. 107.
ED 149 176

Goal Orientation
Professional Teacher Education Module Series. Develop a Personal Philosophy Concerning Student Vocational Organizations, Module H-1 of Category H–Student Vocational Organization.
ED 149 114

Governance
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement Nos. II and III to Volume 1. The Philosophy and Implementation: A Program Overview.
ED 150 349

Government Role
Lifelong Learning and the Educational System: Expansion or Reform?
ED 149 163

Grading
Professional Teacher Education Module Series. Determine Student Grades, Module D-5 of Category D–Instructional Evaluation.
ED 149 098
Teaching Typewriting. Delta Pi Epsilon Rapid Reader No. 3.
ED 150 329

Graduate Surveys
Professional Teacher Education Module Series. Conduct a Student Follow-Up Study, Module A-10 of Category A–Program Planning, Development, and Evaluation.
ED 149 174

Graphic Arts
Graphic Communications–Preparatory Area. Book I–Typography and Modern Typesetting. Student Manual.
ED 149 146
Graphic Communications–Preparatory Area. Book I–Typography and Modern Typesetting. Teacher's Manual.
ED 149 147

Graphs
Professional Teacher Education Module Series. Report the Findings of a Community Survey, Module A-3 of Category A–Program Planning, Development, and Evaluation.
ED 149 153

Group Activities
Games for Learning.
ED 149 148

Guidelines
Cooperative Education Handbook.
ED 150 282
Guidelines to Ensure Sex Fairness in Education Division Communications and Products.
ED 150 343
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement II to Volume 3. Measurement and Evaluation: The Research Services Division.
ED 150 353
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement III to Volume 3. Measurement and Evaluation: The Research Services Division.
ED 150 354
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement V To Volume 3. Measurement and Evaluation: The Research Services Division.
ED 150 356
Mountain-Plains Handbook: The Design and Operation of a Residential, Family Oriented Career Education Model.
ED 150 347
The Vocational Educator's Guide to Competency-Based Personalized Instruction.
ED 150 279

Handicapped Students
Program Evaluation and Planning for the Vocational Education of Handicapped Students: Secondary, Post-Secondary Articulation.
ED 150 332
Vocational Education for the Handicapped: A Review. Information Series No. 119.
ED 149 188

Hawaii
Curriculum Guide for Hospitality Education. Part I. Exemplary Project.
ED 150 333
Curriculum Guide for Hospitality Education. Part II. Exemplary Project.
ED 150 287

Health Education
The Role of the Consumer In Assuring Quality Health Care.
ED 150 269

Health Occupations Education
Implementing the Metric System in Health Occupations. Metric Implementation Guide.
ED 149 170

Health Services
The Role of the Consumer In Assuring Quality Health Care.
ED 150 269

High School Students
The Alpha Mu Study: A Report on the Survey of Basic Business Survival Skills.
ED 149 161
Carpentry Literature. Readability vs. Reading Ability.
ED 149 128

Home Economics
Dual Role: Consumer and Homemaking for the Occupation of Homemaker. Vocational Home Economics Curriculum Guide for Ohio.
ED 150 286
Facilities and Equipment for Home Economics Education: Consumer and Homemaking, Occupational Home Economics.
ED 149 141

Home Furnishings
Market Aspects of an Interior Design Program.
ED 149 050

Homemaking Skills
Dual Role: Consumer and Homemaking for the Occupation of Homemaker. Vocational Home Economics Curriculum Guide for Ohio.
ED 150 286

Housewives
The Legal Status of Homemakers in Wisconsin.
ED 149 121

Human Resources
Professional Teacher Education Module Series. Use Subject Matter Experts to Present Information, Module C-20 of Category C–Instructional Execution.
ED 149 084

Human Services
Education Service and Work: The Multi-Funded Approach.
ED 149 127

Illustrations
Professional Teacher Education Module Series. Present an Illustrated Talk, Module C-15 of Category C–Instructional Execution.
ED 149 079

Individual Activities
Games for Learning.
ED 149 148

Individual Characteristics
Personality Correlates of the Reinforcement Propensities of Leaders.
ED 150 271

Individualized Curriculum
The Vocational Educator's Guide to Competency-Based Personalized Instruction.
ED 150 279

Individualized Instruction
Competency-Based Vocational Education: A Review. Information Series No. 115.
ED 149 184
Professional Teacher Education Module Series. Individualize Instruction, Module C-18 of Category C–Instructional Execution.
ED 149 082

Industrial Arts
Industrial Arts Curriculum Guide–Level I for North Dakota Secondary Schools Using the Cluster Technologies Approach. Final Report. Research Series No. 55.
ED 150 298
Toward the Future: Society/Technology/Industrial Arts.
ED 150 293

Industrial Training
Occupational Training in Selected Metalworking Industries, 1974. A Report on a Survey of Selected Occupations.
ED 150 319

Industry
Industrial Arts Curriculum Guide–Level I for North Dakota Secondary Schools Using the Cluster Technologies Approach. Final Report. Research Series No. 55.
ED 150 298

Information Dissemination
Career Guidance Information Needs of Rural and Small Schools. Research and Development Series No. 130.
ED 149 133
Information Resources for Education. First Edition. Information Series No. 123.
ED 149 192

Information Needs
Career Guidance Information Needs of Rural and Small Schools. Research and Development Series No. 130.
ED 149 133
The Needs Assessment of Implementing NTIS into the VTAE System. Final Report.
ED 149 125
Values & Information: An Approach to Evaluation Planning. The Far West Model. Experience-Based Career Education.
ED 150 339

Information Networks
Career Guidance Information Needs of Rural and Small Schools. Research and Development Series No. 130.
ED 149 133

Information Processing
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement I To Volume 3. Measurement and Evaluation: The Research Services Division.
ED 150 352
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement III to Volume 3. Measurement and Evaluation: The Research Services Division.
ED 150 354
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement No. II to Volume 2. Cost/Data/Records: Controller's Services Division.
ED 150 351

Information Sources
Information Resources for Education. First Edition. Information Series No. 123.
ED 149 192
Professional Teacher Education Module Series. Prepare for a Community Survey, Module A-1 of Category A–Program Planning, Development, and Evaluation.
ED 149 151

Information Storage
Professional Teacher Education Module Series. Maintain a Filing System, Module E-4 of Category E–Instructional Management.
ED 149 103

Information Systems
The Needs Assessment of Implementing NTIS into the VTAE System. Final Report.
ED 149 125

Inservice Programs
The E.P.D.A. Instructional System Design Training Project. Final Report.
ED 150 280

Inservice Teacher Education
Assessment of Inservice Needs of Part-Time Adult Vocational Teachers in Pennsylvania. Vocational-Technical Education Research Report. Adult Vocational Education, Monograph Number 1.
ED 150 281

Instructional Materials
Adult Education Teaching Techniques. Information Series No. 110.
ED 149 180
Carpentry Literature. Readability vs. Reading Ability.
ED 149 128
Evaluation Report for the Occupational Exploration Program. Pilot Test 1975.
ED 150 305
Guidelines to Ensure Sex Fairness in Education Division Communications and Products.
ED 150 343
A Manual for the Implementation of a Rural-Based K-12 Career Education Program. Careers Resource Project.
ED 149 053
Professional Teacher Education Module Series. Prepare Teacher-Made Instructional Materials, Module B-6 of Category B–Instructional Planning.
ED 149 064
Professional Teacher Education Module Series. Project Instructional Resource Needs, Module E-1 of Category E–Instructional Management.
ED 149 100
Professional Teacher Education Module Series. Select Student Instructional Materials, Module B-5 of Category B–Instructional Planning.
ED 149 063

Instructional Systems
The E.P.D.A. Instructional System Design Training Project. Final Report.
ED 150 280

Interinstitutional Cooperation
Business/Industry/Labor and Personnel Development in Vocational Education. Information Series No. 124.
ED 149 193
Industry/Education Cooperation for Adult Continuing Education. Information Series No. 111.
ED 149 181

Interior Design
Market Aspects of an Interior Design Program.
ED 149 050
Trade and Industrial Education Course of Study for Painting and Decorating.
ED 150 345

Internship Programs
1977 Teacher Intern Project. Final Report.
ED 150 292

Job Application
Professional Teacher Education Module Series. Assist Students in Applying for Employment or Further Education, Module F-5 of Category F–Guidance.
ED 149 113

Job Market
Market Aspects of an Interior Design Program.
ED 149 050

Job Placement
Methods and Procedures for Job Identification and Placement Based Upon Industrial Needs. Final Report.
ED 149 048

Job Satisfaction
1974-76 Follow-up of the Physically Handicapped in Pennsylvania.
ED 149 165

Job Security
Productivity and Job Security: Attrition–Benefits and Problems.
ED 149 142

Job Skills
Curriculum Guide for Hospitality Education. Part II. Exemplary Project.
ED 150 287
Determining Performance Levels of Competencies for Job Entry Required of Beginning Farm Operators. Final Report.
ED 149 052
Trade and Industrial Education Course of Study for Automotive Body and Fender.
ED 149 150
Trade and Industrial Education Course of Study for Carpentry.
ED 150 344
Trade and Industrial Education Course of Study for Painting and Decorating.
ED 150 345
Trade and Industrial Education Course of Study for Sheet Metal.
ED 150 346
Trade and Industrial Education Course of Study for Upholstery.
ED 149 149

Job Training
Basic Training Course/Emergency Medical Technician (Second Edition). Course Guide.
ED 150 326
Basic Training Course/Emergency Medical Technician (Second Edition). Instructor's Lesson Plan.
ED 150 323
Basic Training Course/Emergency Medical Technician. (1977 Edition). Student Study Guide.
ED 150 325
A Planning Charter for the Youth Employment and Demonstration Projects Act of 1977.
ED 150 321
Training Program for Emergency Medical Technician: Dispatcher. 1–Course Guide.
ED 150 302
Training Program for Emergency Medical Technician: Dispatcher. 2–Instructor Lesson Plans.
ED 150 303
Training Program for Emergency Medical Technician: Dispatcher. 3–Student Study Guide.
ED 150 304
Upgrading Mine Electricians in the Use of Solid State Electrical Controls. Student Curriculum.
ED 150 335

Laboratories
Professional Teacher Education Module Series. Direct Student Laboratory Experience, Module C-7 of Category C–Instructional Execution.
ED 149 071

Laboratory Equipment
Professional Teacher Education Module Series. Manage the Vocational Laboratory, Module E-9 of Category E–Instructional Management.
ED 149 108

Language of Instruction
Guidelines to Ensure Sex Fairness in Education Division Communications and Products.
ED 150 343

Language Role
Guidelines to Ensure Sex Fairness in Education Division Communications and Products.
ED 150 343

Leadership Styles
Personality Correlates of the Reinforcement Propensities of Leaders.
ED 150 271

Leadership Training
Professional Teacher Education Module Series. Prepare Student Vocational Organization Members for Leadership Roles, Module H-3 of Category H–Student Vocational Organization.
ED 149 116

Learning Activities
Basic Training Course/Emergency Medical Technician. (1977 Edition). Student Study Guide.
ED 150 325

Consumer Education for Kindergarten through Grade 8.
ED 150 276

Diesel Engine Mechanics.
ED 149 162

Dual Role: Consumer and Homemaking for the Occupation of Homemaker. Vocational Home Economics Curriculum Guide for Ohio.
ED 150 286

Evaluation Report for the Occupational Exploration Program. Pilot Test 1975.
ED 150 305

Implementing the Metric System in Agricultural Occupations. Metric Implementation Guide.
ED 149 167

Implementing the Metric System in Business Occupations. Metric Implementation Guide.
ED 149 171

Implementing the Metric System in Health Occupations. Metric Implementation Guide.
ED 149 170

Implementing the Metric System in Industrial Occupations. Metric Implementation Guide.
ED 149 168

Implementing the Metric System in Personal and Public Service Occupations. Metric Implementation Guide.
ED 149 169

Professional Teacher Education Module Series. Arrange for Improvement of Your Vocational Facilities, Module E-3 of Category E–Instructional Management.
ED 149 102

Professional Teacher Education Module Series. Assess Student Performance: Attitudes, Module D-3 of Category D–Instructional Evaluation.
ED 149 096

Professional Teacher Education Module Series. Assess Student Performance: Knowledge, Module D-2 of Category D–Instructional Evaluation.
ED 149 095

Professional Teacher Education Module Series. Assess Student Performance: Skills, Module D-4 of Category D–Instructional Evaluation.
ED 149 097

Professional Teacher Education Module Series. Assist Students in Applying for Employment or Further Education, Module F-5 of Category F–Guidance.
ED 149 113

Professional Teacher Education Module Series. Conduct Group Discussions, Panel Discussions, and Symposiums, Module C-2 of Categogry C–Instructional Execution.
ED 149 066

Professional Teacher Education Module Series. Demonstrate a Concept or Principle, Module C-17 of Category C–Instructional Execution.
ED 149 081

Professional Teacher Education Module Series. Demonstrate a Manipulative Skill, Module C-16 of Category C–Instructional Execution.
ED 149 080

Professional Teacher Education Module Series. Determine Student Grades, Module D-5 of Category D–Instructional Evaluation.
ED 149 098

Professional Teacher Education Module Series. Develop a Lesson Plan, Module B-4 of Category B–Instructional Planning.
ED 149 062

Professional Teacher Education Module Series. Develop a Personal Philosophy Concerning Student Vocational Organizations, Module H-1 of Category H–Student Vocational Organization.
ED 149 114

Professional Teacher Education Module Series. Develop a Unit of Instruction, Module B-3 of Category B–Instructional Planning.
ED 149 061

Professional Teacher Education Module Series. Develop Long-Range Program Plans, Module A-9 of Category A–Program Planning, Development, and Evaluation.
ED 149 173

Professional Teacher Education Module Series. Develop Program Goals and Objectives, Module A-6 of Category A–Program Planning, Development, and Evaluation.
ED 149 156

Professional Teacher Education Module Series. Develop Student Performance Objectives, Module B-2 of Category B–Instructional Planning.
ED 149 060

Professional Teacher Education Module Series. Direct Field Trips, Module C-1 of Category C–Instructional Execution.
ED 149 065

Professional Teacher Education Module Series. Direct Student Laboratory Experience, Module C-7 of Category C–Instructional Execution.
ED 149 071

Professional Teacher Education Module Series. Direct Students in Applying Problem-Solving Techniques, Module C-8 of Category C–Instructional Execution.
ED 149 072

Professional Teacher Education Module Series. Direct Students in Instructing Other Students, Module C-4 of Category C–Instructional Execution.
ED 149 068

Professional Teacher Education Module Series. Employ Brainstorming, Buzz Group, and Question Box Techniques, Module C-3 of Category C–Instructional Execution.
ED 149 067

Professional Teacher Education Module Series. Employ Oral Questioning Techniques, Module C-12 of Category C–Instructional Execution.
ED 149 076

Professional Teacher Education Module Series. Employ Programmed Instruction, Module C-28 of Category C–Instructional Execution.
ED 149 092

Professional Teacher Education Module Series. Employ Reinforcement Techniques, Module C-13 of Category C–Instructional Execution.
ED 149 077

Professional Teacher Education Module Series. Employ Simulation Techniques, Module C-5 of Category C–Instructional Execution.
ED 149 069

Professional Teacher Education Module Series. Employ the Project Method, Module C-9 of Category C–Instructional Execution.
ED 149 073

Professional Teacher Education Module Series. Employ the Team Teaching Approach, Module C-19 of Category C–Instructional Execution.
ED 149 083

Professional Teacher Education Module Series. Establish a Student Vocational Organization, Module H-2 of Category H–Student Vocational Organization.
ED 149 115

Professional Teacher Education Module Series. Establish Student Performance Criteria, Module D-1 of Category D–Instructional Evaluation.
ED 149 094

Professional Teacher Education Module Series. Evaluate Your Instructional Effectiveness, Module D-6 of Category D–Instructional Evaluation.
ED 149 099

Professional Teacher Education Module Series. Evaluate Your Vocational Program, Module A-11 of Category A–Program Planning, Development, and Evaluation.
ED 149 175

Professional Teacher Education Module Series. Gather Student Data Through Personal Contacts, Module F-2 of Category F–Guidance.
ED 149 110

Professional Teacher Education Module Series. Gather Student Data Using Formal Data-Collection Techniques, Module F-1 of Category F–Guidance.
ED 149 109

Professional Teacher Education Module Series. Guide Student Study, Module C-6 of Category C–Instructional Execution.
ED 149 070

Professional Teacher Education Module Series. Individualize Instruction, Module C-18 of Category C–Instructional Execution.
ED 149 082

Professional Teacher Education Module Series. Introduce a Lesson, Module C-10 of Category C–Instructional Execution.
ED 149 074

Professional Teacher Education Module Series. Maintain a Filing System, Module E-4 of Category E–Instructional Management.
ED 149 103

Professional Teacher Education Module Series. Manage the Vocational Laboratory, Module E-9 of Category E–Instructional Management.
ED 149 108

Professional Teacher Education Module Series. Manage Your Budgeting and Reporting Responsibilities, Module E-2 of Category E–Instructional Management.
ED 149 101

Professional Teacher Education Module Series. Organize an Occupational Advisory Committee, Module A-4 of Category A–Program Planning, Development, and Evaluation.
ED 149 154

Professional Teacher Education Module Series. Prepare Bulletin Boards and Exhibits, Module C-21 of Category C–Instructional Execution.
ED 149 085

Professional Teacher Education Module Series. Prepare for a Community Survey, Module A-1 of Category A–Program Planning, Development, and Evaluation.
ED 149 151

Professional Teacher Education Module Series.

Prepare Student Vocational Organization Members for Leadership Roles, Module H-3 of Category H–Student Vocational Organization.
ED 149 116
Professional Teacher Education Module Series. Present an Illustrated Talk, Module C-15 of Category C–Instructional Execution.
ED 149 079
Professional Teacher Education Module Series. Present Information with Audio Recordings, Module C-26 of Category C–Instructional Execution.
ED 149 090
Professional Teacher Education Module Series. Present Information with Films, Module C-25 of Category C–Instructional Execution.
ED 149 089
Professional Teacher Education Module Series. Present Information with Filmstrips and Slides, Module C-24 of Category C–Instructional Execution.
ED 149 088
Professional Teacher Education Module Series. Present Information with Models, Real Objects, and Flannel Boards, Module C-22 of Category C–Instructional Execution.
ED 149 086
Professional Teacher Education Module Series. Present Information with Overhead and Opaque Materials, Module C-23 of Category C–Instructional Execution.
ED 149 087
Professional Teacher Education Module Series. Present Information with Televised and Videotaped Materials, Module C-27 of Category C–Instructional Execution.
ED 149 091
Professional Teacher Education Module Series. Present Information with the Chalkboard and Flip Chart, Module C-29 of Category C–Instructional Execution.
ED 149 093
Professional Teacher Education Module Series. Project Instructional Resource Needs, Module E-1 of Category E–Instructional Management.
ED 149 100
Professional Teacher Education Module Series. Provide for Student Safety, Module E-5 of Category E–Instructional Management.
ED 149 104
Professional Teacher Education Module Series. Provide for the First Aid Needs of Students, Module E-6 of Category E–Instructional Management.
ED 149 105
Professional Teacher Education Module Series. Provide Information on Educational and Career Opportunities, Module F-4 of Category F–Guidance.
ED 149 112
Professional Teacher Education Module Series. Provide Instruction for Slower and More Capable Learners, Module C-14 of Category C–Instructional Execution.
ED 149 078
Professional Teacher Education Module Series. Select Student Instructional Materials, Module B-5 of Category B–Instructional Planning.
ED 149 063
Professional Teacher Education Module Series. Summarize a Lesson, Module C-11 of Category C–Instructional Execution.
ED 149 075
Professional Teacher Education Module Series. Supervise Activities of the Student Vocational Organization, Module H-5 of Category H–Student Vocational Organization.
ED 149 118
Professional Teacher Education Module Series. Use Subject Matter Experts to Present Information, Module C-20 of Category C–Instructional Execution.
ED 149 084
Professional Teacher Education Modules Series. Use Conferences To Help Meet Student Needs, Module F-3 of Category F–Guidance.
ED 149 111
Special Materials. Washington State Community Resource System for Career Education.
ED 150 301
Teaching General Business. Delta Pi Epsilon Rapid Reader No. 1.
ED 150 327
Trade and Industrial Education Course of Study for Automotive Body and Fender.
ED 149 150
Trade and Industrial Education Course of Study for Carpentry.
ED 150 344
Trade and Industrial Education Course of Study for Painting and Decorating.
ED 150 345
Trade and Industrial Education Course of Study for Sheet Metal.
ED 150 346
Trade and Industrial Education Course of Study for Upholstery.
ED 149 149
Upgrading Mine Electricians in the Use of Solid State Electrical Controls. Student Curriculum.
ED 150 335

Learning Laboratories
Professional Teacher Education Module Series. Organize the Vocational Laboratory, Module E-8 of Category E–Instructional Management.
ED 149 107

Learning Modules
The E.P.D.A. Instructional System Design Training Project. Final Report.
ED 150 280
Professional Teacher Education Module Series. Student Guide...to Using Performance-Based Teacher Education Materials.
ED 149 120

Learning Processes
Teaching Typewriting. Delta Pi Epsilon Rapid Reader No. 3.
ED 150 329

Learning Theories
The Theoretical Basis of Experience-Based Career Education.
ED 150 338

Lecture
Professional Teacher Education Module Series. Present an Illustrated Talk, Module C-15 of Category C–Instructional Execution.
ED 149 079

Legal Problems
The Legal Status of Homemakers in Wisconsin.
ED 149 121

Lesson Plans
Basic Training Course/Emergency Medical Technician (Second Edition). Instructor's Lesson Plan.
ED 150 323
Professional Teacher Education Module Series. Develop a Lesson Plan, Module B-4 of Category B–Instructional Planning.
ED 149 062
Upgrading Mine Electricians in the Use of Solid State Electrical Controls. Teacher Guide.
ED 150 334

Letters (Correspondence)
Professional Teacher Education Module Series. Assist Students in Applying for Employment or Further Education, Module F-5 of Category F–Guidance.
ED 149 113

Literature Reviews
Adult Education Teaching Techniques. Information Series No. 110.
ED 149 180
Research: Process and Product. Delta Pi Epsilon Service Bulletin No. 1.
ED 150 330

Management
Career Management and Women.
ED 150 272
Professional Teacher Education Module Series. Manage the Vocational Laboratory, Module E-9 of Category E–Instructional Management.
ED 149 108

Manipulative Materials
Professional Teacher Education Module Series. Demonstrate a Manipulative Skill, Module C-16 of Category C–Instructional Execution.
ED 149 080

Manpower Development
National Advisory Council on Vocational Education. 1976 Annual Report.
ED 149 145

Manpower Needs
Curriculum Guide for Hospitality Education. Part I. Exemplary Project.
ED 150 333
Decision Model for Vocational Education. Final Report.
ED 149 159
Methods and Procedures for Job Identification and Placement Based Upon Industrial Needs. Final Report.
ED 149 048

Manufacturing
Job Cluster for Manufacturing Occupations at the High School Level. Final Report.
ED 149 134

Manufacturing Industry
Job Cluster for Manufacturing Occupations at the High School Level. Final Report.
ED 149 134
1977 Teacher Intern Project. Final Report.
ED 150 292

Mathematical Models
Decision Model for Vocational Education. Final Report.
ED 149 159

Media Selection
Professional Teacher Education Module Series. Select Student Instructional Materials, Module B-5 of Category B–Instructional Planning.
ED 149 063

Medical Services
Training Program for Emergency Medical Technician: Dispatcher. 1–Course Guide.
ED 150 302
Training Program for Emergency Medical Technician: Dispatcher. 2–Instructor Lesson Plans.
ED 150 303
Training Program for Emergency Medical Technician: Dispatcher. 3–Student Study Guide.
ED 150 304

Metal Working Occupations
Occupational Training in Selected Metalworking Industries, 1974. A Report on a Survey of Selected Occupations.
ED 150 319

Methods
Professional Teacher Education Module Series. Determine Needs and Interests of Students, Module B-1 of Category B–Instructional Planning.
ED 149 059

Metric System
Implementing the Metric System in Agricultural Occupations. Metric Implementation Guide.
ED 149 167
Implementing the Metric System in Business Occupations. Metric Implementation Guide.
ED 149 171
Implementing the Metric System in Health Occupations. Metric Implementation Guide.
ED 149 170
Implementing the Metric System in Industrial Occupations. Metric Implementation Guide.
ED 149 168
Implementing the Metric System in Personal and Public Service Occupations. Metric Implementation Guide.
ED 149 169
Metrics for Occupations. Information Series No. 118.
ED 149 187

Minority Groups
Employment Opportunity in the Schools. Job Patterns of Minorities and Women in Public Elementary and Secondary Schools, 1975.
ED 150 322
Placing Minority Women in Professional Jobs. R&D Monograph 55.
ED 149 135

Models
On-the-Job Training: CETA Program Models.
ED 149 164
Professional Teacher Education Module Series. Evaluate Your Vocational Program, Module A-11 of Category A–Program Planning, Development, and Evaluation.
ED 149 175
Programs of Career Guidance, Counseling, Placement, Follow-Up and Follow-Through. A Futures Perspective. Information Series No. 107.
ED 149 176

Motivation Techniques
Professional Teacher Education Module Series. Employ Brainstorming, Buzz Group, and Question Box Techniques, Module C-3 of Category C–Instructional Execution.
ED 149 067

National Technical Information Service
The Needs Assessment of Implementing NTIS into the VTAE System. Final Report.
ED 149 125

Natural Resources
A Career Approach to Natural Resource Management in Wildlife and Recreation. Final Report.
ED 149 124

Negative Reinforcement
Personality Correlates of the Reinforcement Propensities of Leaders.
ED 150 271

Occupational Clusters
Evaluation Report for the Occupational Exploration Program. Pilot Test 1975.
ED 150 305

Occupational Guidance
Career Guidance Information Needs of Rural and Small Schools. Research and Development Series No. 130.
ED 149 133
Professional Teacher Education Module Series. Assist Students in Applying for Employment or Further Education, Module F-5 of Category F–Guidance.
ED 149 113
Professional Teacher Education Module Series. Gather Student Data Through Personal Contacts, Module F-2 of Category F–Guidance.
ED 149 110
Professional Teacher Education Module Series. Gather Student Data Using Formal Data-Collection Techniques, Module F-1 of Category F–Guidance.
ED 149 109
Professional Teacher Education Module Series. Provide Information on Educational and Career Opportunities, Module F-4 of Category F–Guidance.
ED 149 112
Professional Teacher Education Modules Series. Use Conferences To Help Meet Student Needs, Module F-3 of Category F–Guidance.
ED 149 111
Programs of Career Guidance, Counseling, Placement, Follow-Up and Follow-Through. A Futures Perspective. Information Series No. 107.
ED 149 176

Older Adults
Preretirement Education. Information Series No. 112.
ED 149 182

On Line Systems
Information Resources for Education. First Edition. Information Series No. 123.
ED 149 192

On the Job Training
Occupational Training in Selected Metalworking Industries, 1974. A Report on a Survey of Selected Occupations.
ED 150 319
On-the-Job Training: CETA Program Models.
ED 149 164

Organization
Professional Teacher Education Module Series. Organize an Occupational Advisory Committee, Module A-4 of Category A–Program Planning, Development, and Evaluation.
ED 149 154
Professional Teacher Education Module Series. Organize the Vocational Laboratory, Module E-8 of Category E–Instructional Management.
ED 149 107

Orientation Materials
Professional Teacher Education Module Series. Introduce a Lesson, Module C-10 of Category C–Instructional Execution.
ED 149 074

Overhead Projectors
Professional Teacher Education Module Series. Present Information with Overhead and Opaque Materials, Module C-23 of Category C–Instructional Execution.
ED 149 087

Painting
Trade and Industrial Education Course of Study for Painting and Decorating.
ED 150 345

Paramedical Occupations
Training Program for Emergency Medical Technician: Dispatcher. 2–Instructor Lesson Plans.
ED 150 303
Training Program for Emergency Medical Technician: Dispatcher. 3–Student Study Guide.
ED 150 304

Parent Attitudes
1974-76 Follow-up of the Physically Handicapped in Pennsylvania.
ED 149 165

Peer Teaching
Professional Teacher Education Module Series. Direct Students in Instructing Other Students, Module C-4 of Category C–Instructional Execution.
ED 149 068

Pennsylvania
1974-76 Follow-up of the Physically Handicapped in Pennsylvania.
ED 149 165

Pennsylvania (Philadelphia)
Decision Model for Vocational Education. Final Report.
ED 149 159

Performance Based Education
Competency-Based Vocational Education: A Review. Information Series No. 115.
ED 149 184
The Vocational Educator's Guide to Competency-Based Personalized Instruction.
ED 150 279

Performance Based Teacher Education
Professional Teacher Education Module Series. Resource Person Guide...to Using Performance-Based Teacher Education Materials.
ED 149 172
Professional Teacher Education Module Series. Student Guide...to Using Performance-Based Teacher Education Materials.
ED 149 120

Performance Criteria
Professional Teacher Education Module Series. Develop a Course of Study, Module A-8 of Category A–Program Planning, Development, and Evaluation.
ED 149 158
Professional Teacher Education Module Series. Establish Student Performance Criteria, Module D-1 of Category D–Instructional Evaluation.
ED 149 094

Performance Factors
Professional Teacher Education Module Series. Establish Student Performance Criteria, Module D-1 of Category D–Instructional Evaluation.
ED 149 094

Personal Adjustment
Preretirement Education. Information Series No. 112.
ED 149 182

Personnel Integration
Employment Opportunity in the Schools. Job Patterns of Minorities and Women in Public Elementary and Secondary Schools, 1975.
ED 150 322

Petroleum Industry
Vocational-Technical Course in Petroleum Production.
ED 150 337

Petroleum Production
Vocational-Technical Course in Petroleum Production.
ED 150 337

Photocomposition
Graphic Communications–Preparatory Area. Book I–Typography and Modern Typesetting. Student Manual.
ED 149 146
Graphic Communications–Preparatory Area. Book I–Typography and Modern Typesetting. Teacher's Manual.
ED 149 147

Physically Handicapped
1974-76 Follow-up of the Physically Handicapped in Pennsylvania.
ED 149 165

Planning
Professional Teacher Education Module Series. Evaluate Your Vocational Program, Module A-11 of Category A–Program Planning, Development, and Evaluation.
ED 149 175
Professional Teacher Education Module Series.

Maintain an Occupational Advisory Committee, Module A-5 of Category A–Program Planning, Development, and Evaluation.
ED 149 155
Professional Teacher Education Module Series. Prepare for a Community Survey, Module A-1 of Category A–Program Planning, Development, and Evaluation.
ED 149 151
Values & Information: An Approach to Evaluation Planning. The Far West Model. Experience-Based Career Education.
ED 150 339

Policy Formation
Issues and Policy In Vocational Education. Information Series No. 121.
ED 149 190

Political Influences
The Educational Amendments of 1976 and Their Implications for Vocational Education. Information Series No. 122.
ED 149 191

Positive Reinforcement
Personality Correlates of the Reinforcement Propensities of Leaders.
ED 150 271

Post Secondary Education
The Effect of Post Secondary Vocational Education in Assisting Students to Overcome Class and Income Inequality.
ED 149 049

Pretests
Upgrading Mine Electricians in the Use of Solid State Electrical Controls. Teacher Guide.
ED 150 334

Problem Solving
Professional Teacher Education Module Series. Direct Students in Applying Problem-Solving Techniques, Module C-8 of Category C–Instructional Execution.
ED 149 072

Production Techniques
Professional Teacher Education Module Series. Prepare Teacher-Made Instructional Materials, Module B-6 of Category B–Instructional Planning.
ED 149 064

Productive Thinking
Professional Teacher Education Module Series. Direct Students in Applying Problem-Solving Techniques, Module C-8 of Category C–Instructional Execution.
ED 149 072

Productivity
Productivity and Job Security: Attrition–Benefits and Problems.
ED 149 142

Professional Occupations
Placing Minority Women in Professional Jobs. R&D Monograph 55.
ED 149 135

Program Administration
The Community Action Agency Youth Development Program Manual. A Technical Assistance Pamphlet.
ED 149 055
An Evaluation of Community Organization and Leadership Development in Cooperative Extension's Community Development Program. A National Task Force Report.
ED 150 291
A Manual for the Implementation of a Rural-Based K-12 Career Education Program. Careers Resource Project.
ED 149 053
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement I to Volume 4. The Human Aspect: The Student Services Division.
ED 150 357
On-the-Job Training: CETA Program Models.
ED 149 164
Placing Minority Women in Professional Jobs. R&D Monograph 55.
ED 149 135
Professional Teacher Education Module Series. Arrange for Improvement of Your Vocational Facilities, Module E-3 of Category E–Instructional Management.
ED 149 102
Professional Teacher Education Module Series. Assist Students in Developing Self-Discipline, Module E-7 of Category E–Instructional Management.
ED 149 106
Professional Teacher Education Module Series. Establish a Student Vocational Organization, Module H-2 of Category H–Student Vocational Organization.
ED 149 115
Professional Teacher Education Module Series. Maintain a Filing System, Module E-4 of Category E–Instructional Management.
ED 149 103
Professional Teacher Education Module Series. Manage the Vocational Laboratory, Module E-9 of Category E–Instructional Management.
ED 149 108
Professional Teacher Education Module Series. Manage Your Budgeting and Reporting Responsibilities, Module E-2 of Category E–Instructional Management.
ED 149 101
Professional Teacher Education Module Series. Organize the Vocational Laboratory, Module E-8 of Category E–Instructional Management.
ED 149 107
Professional Teacher Education Module Series. Project Instructional Resource Needs, Module E-1 of Category E–Instructional Management.
ED 149 100
Professional Teacher Education Module Series. Provide for Student Safety, Module E-5 of Category E–Instructional Management.
ED 149 104
Professional Teacher Education Module Series. Provide for the First Aid Needs of Students, Module E-6 of Category E–Instructional Management.
ED 149 105
Vocational Research Coordinating Unit. A Handbook of Services.
ED 150 324

Program Attitudes
Experience Based Career Education at Wichita East High School: A Third Party Evaluation.
ED 150 285
Experience Based Career Education Project. Final Report.
ED 150 289

Program Budgeting
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement I to Volume 1. Management and Resources: The Executive Division.
ED 150 348
Professional Teacher Education Module Series. Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities, Module H-4 of Category H–Student Vocational Organization.
ED 149 117
Professional Teacher Education Module Series. Manage Your Budgeting and Reporting Responsibilities, Module E-2 of Category E–Instructional Management.
ED 149 101

Program Coordination
Basic Training Course/Emergency Medical Technician (Second Edition). Course Guide.
ED 150 326

Program Descriptions
Business/Industry/Labor and Personnel Development in Vocational Education. Information Series No. 124.
ED 149 192
Education Service and Work: The Multi-Funded Approach.
ED 149 127

Program Design
Basic Training Course/Emergency Medical Technician (Second Edition). Course Guide.
ED 150 326
Guide to Adoption & Implementation Decisions for the Far West Model of EBCE. A Workbook for Decision Makers.
ED 150 336
A Planning Charter for the Youth Employment and Demonstration Projects Act of 1977.
ED 150 321

Program Development
Building Experience-Based Career Education: First Year Evaluation Report, 1976-1977.
ED 150 294
The Community Action Agency Youth Development Program Manual. A Technical Assistance Pamphlet.
ED 149 055
Community Resource Coordinator's Guide. Washington State Community Resource System for Career Education.
ED 150 299
The L.P.D.A. Instructional System Design Training Project. Final Report.
ED 150 280
ExCEL, Exploring Careers Through Experiential Learning: Year One Evaluation Report.
ED 150 295
Experience-Based Career Education. High School Level Demonstration Project. Interim Report. First Year (September 20, 1976 to September 20, 1977).
ED 150 283
Guide to Adoption & Implementation Decisions for the Far West Model of EBCE. A Workbook for Decision Makers.
ED 150 336
The Implementation of the East Shore Career Education Center. Final Report.
ED 150 278
Industry/Education Cooperation for Adult Continuing Education. Information Series No. 111.
ED 149 181
A Manual for the Implementation of a Rural-Based K-12 Career Education Program. Careers Resource Project.
ED 149 053
Mountain-Plains Handbook: The Design and Operation of a Residential, Family Oriented Career Education Model.
ED 150 347
On-the-Job Training: CETA Program Models.
ED 149 164
A Planning Charter for the Youth Employment and Demonstration Projects Act of 1977.
ED 150 321
Planning for Change through Career Education. Interim Report.
ED 149 129
Professional Teacher Education Module Series. Develop Program Goals and Objectives, Module A-6 of Category A–Program Planning, Development, and Evaluation.

ED 149 156
Professional Teacher Education Module Series. Establish a Student Vocational Organization, Module H-2 of Category H–Student Vocational Organization.
ED 149 115
Program Evaluation and Planning for the Vocational Education of Handicapped Students: Secondary, Post-Secondary Articulation.
ED 150 332
The Theoretical Basis of Experience-Based Career Education.
ED 150 338

Program Effectiveness
The Alpha Mu Study: A Report on the Survey of Basic Business Survival Skills.
ED 149 161
Career Education: Planning, Learning, Understanding, Succeeding (CE+). Interim Report.
ED 150 290
An Evaluation of Community Organization and Leadership Development in Cooperative Extension's Community Development Program. A National Task Force Report.
ED 150 291
ExCEL, Exploring Careers Through Experiential Learning: Year One Evaluation Report.
ED 150 295
Planning for Change through Career Education. Interim Report.
ED 149 129

Program Evaluation
Design and Field Testing of a Systematic Procedure for Evaluating Vocational Programs. Final Report.
ED 150 296
On-the-Job Training: CETA Program Models.
ED 149 164
Professional Teacher Education Module Series. Evaluate Your Vocational Program, Module A-11 of Category A–Program Planning, Development, and Evaluation.
ED 149 175
Professional Teacher Education Module Series. Supervise Activities of the Student Vocational Organization, Module H-5 of Category H–Student Vocational Organization.
ED 149 118
Program Evaluation in Vocational Education: A Review. Information Series No. 117.
ED 149 186
Research in Career Education: The State of the Art. Information Series No. 106.
ED 149 177
Values & Information: An Approach to Evaluation Planning. The Far West Model. Experience-Based Career Education.
ED 150 339

Program Improvement
On-the-Job Training: CETA Program Models.
ED 149 164
Program Evaluation and Planning for the Vocational Education of Handicapped Students: Secondary, Post-Secondary Articulation.
ED 150 332

Program Planning
Basic Training Course/Emergency Medical Technician (Second Edition). Course Guide.
ED 150 326
Community Resource Coordinator's Guide. Washington State Community Resource System for Career Education.
ED 150 299
Guide to Adoption & Implementation Decisions for the Far West Model of EBCE. A Workbook for Decision Makers.
ED 150 336
Market Aspects of an Interior Design Program.
ED 149 050
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement I to Volume 1. Management and Resources: The Executive Division.
ED 150 348
Professional Teacher Education Module Series. Develop Long-Range Program Plans, Module A-9 of Category A–Program Planning, Development, and Evaluation.
ED 149 173
Professional Teacher Education Module Series. Project Instructional Resource Needs, Module E-1 of Category E–Instructional Management.
ED 149 100
Professional Teacher Education Module Series. Provide for the First Aid Needs of Students, Module E-6 of Category E–Instructional Management.
ED 149 105
Program Evaluation and Planning for the Vocational Education of Handicapped Students: Secondary, Post-Secondary Articulation.
ED 150 332
Programs of Career Guidance, Counseling, Placement, Follow-Up and Follow-Through. A Futures Perspective. Information Series No. 107.
ED 149 176

Program Validation
Program Evaluation in Vocational Education: A Review. Information Series No. 117.
ED 149 186

Programed Instruction
Professional Teacher Education Module Series. Employ Programmed Instruction, Module C-28 of Category C–Instructional Execution.
ED 149 092

Project Applications
Vocational Research Coordinating Unit. A Handbook of Services.
ED 150 324

Project HOPE
The Vocational Educator's Guide to Competency-Based Personalized Instruction.
ED 150 279

Project Training Methods
Professional Teacher Education Module Series. Employ the Project Method, Module C-9 of Category C–Instructional Execution.
ED 149 073

Projection Equipment
Professional Teacher Education Module Series. Present Information with Films, Module C-25 of Category C–Instructional Execution.
ED 149 089
Professional Teacher Education Module Series. Present Information with Overhead and Opaque Materials, Module C-23 of Category C–Instructional Execution.
ED 149 087

Projects
Vocational Research Coordinating Unit. A Handbook of Services.
ED 150 324

Psychomotor Skills
Professional Teacher Education Module Series. Assess Student Performance: Skills, Module D-4 of Category D–Instructional Evaluation.
ED 149 097

Public Schools
Employment Opportunity in the Schools. Job Patterns of Minorities and Women in Public Elementary and Secondary Schools, 1975.
ED 150 322

Publicize
Professional Teacher Education Modules Series. Conduct a Community Survey, Module A-2 of Category A–Program Planning, Development, and Evaluation.
ED 149 152

Quality Control
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement I To Volume 3. Measurement and Evaluation: The Research Services Division.
ED 150 352

Questioning Techniques
Professional Teacher Education Module Series. Employ Oral Questioning Techniques, Module C-12 of Category C–Instructional Execution.
ED 149 076

Questionnaires
Research: Process and Product. Delta Pi Epsilon Service Bulletin No. 1.
ED 150 330
A Study of Career Education in Six School Districts. Appendix A–Procedures.
ED 149 131

Readability
Carpentry Literature. Readability vs. Reading Ability.
ED 149 128

Reading Ability
Carpentry Literature. Readability vs. Reading Ability.
ED 149 128

Reading Level
Carpentry Literature. Readability vs. Reading Ability.
ED 149 128

Recordkeeping
Professional Teacher Education Module Series. Manage Your Budgeting and Reporting Responsibilities, Module E-2 of Category E–Instructional Management.
ED 149 101

Recreation
A Career Approach to Natural Resource Management in Wildlife and Recreation. Final Report.
ED 149 124

Regular Class Placement
Vocational Education for the Handicapped: A Review. Information Series No. 119.
ED 149 188

Reinforcement
Professional Teacher Education Module Series. Employ Reinforcement Techniques, Module C-13 of Category C–Instructional Execution.
ED 149 077

Reprography
Professional Teacher Education Module Series. Prepare Teacher-Made Instructional Materials, Module B-6 of Category B–Instructional Planning.
ED 149 064

Research
Research: Process and Product. Delta Pi Epsilon Service Bulletin No. 1.
ED 150 330

Research Coordinating Units
Vocational Research Coordinating Unit. A Handbook of Services.
ED 150 324

Research Criteria
Design and Conduct of Educational Surveys and Experiments. Delta Pi Epsilon Service Bulletin No. 2.
ED 150 331

Research Design
Design and Conduct of Educational Surveys and Experiments. Delta Pi Epsilon Service Bulletin No. 2.
ED 150 331
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement V To Volume 3. Measurement and Evaluation: The Research Services Division.
ED 150 356
Research: Process and Product. Delta Pi Epsilon Service Bulletin No. 1.
ED 150 330
Values & Information: An Approach to Evaluation Planning. The Far West Model. Experience-Based Career Education.
ED 150 339

Research Methodology
Design and Conduct of Educational Surveys and Experiments. Delta Pi Epsilon Service Bulletin No. 2.
ED 150 331
Research in Career Education: The State of the Art. Information Series No. 106.
ED 149 177
Research: Process and Product. Delta Pi Epsilon Service Bulletin No. 1.
ED 150 330

Research Needs
Career Management and Women.
ED 150 272

Research Utilization
Issues and Policy In Vocational Education. Information Series No. 121.
ED 149 190

Residential Programs
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement Four to Volume Three. Measurement and Evaluation: The Research Services Division.
ED 150 355
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement I to Volume 1. Management and Resources: The Executive Division.
ED 150 348
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement I To Volume 3. Measurement and Evaluation: The Research Services Division.
ED 150 352
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement I to Volume 4. The Human Aspect: The Student Services Division.
ED 150 357
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement II to Volume 3. Measurement and Evaluation: The Research Services Division.
ED 150 353
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement III to Volume 3. Measurement and Evaluation: The Research Services Division.
ED 150 354
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement No. I to Volume 2. Cost, Data/Records: Controller's Services Division.
ED 150 350
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement No. II to Volume 2. Cost/Data/Records: Controller's Services Division.
ED 150 351
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement Nos. II and III to Volume 1. The Philosophy and Implementation: A Program Overview.
ED 150 349
Mountain-Plains Handbook: The Design and Operation of a Residential, Family Oriented Career Education Model.
ED 150 347

Resource Centers
Experienced Based Career Education. Final Report. September 17, 1977 to October 15, 1977.
ED 150 288

Resource Guides
Information Resources for Education. First Edition. Information Series No. 123.
ED 149 192

Resource Teachers
Professional Teacher Education Module Series. Resource Person Guide...to Using Performance-Based Teacher Education Materials.
ED 149 172
Professional Teacher Education Module Series. Use Subject Matter Experts to Present Information, Module C-20 of Category C-Instructional Execution.
ED 149 084

Retirement
Preretirement Education. Information Series No. 112.
ED 149 182

Rural Education
A Manual for the Implementation of a Rural-Based K-12 Career Education Program. Careers Resource Project.
ED 149 053

Rural Schools
Career Guidance Information Needs of Rural and Small Schools. Research and Development Series No. 130.
ED 149 133

Safety Education
Professional Teacher Education Module Series. Provide for Student Safety, Module E-5 of Category E-Instructional Management.
ED 149 104

Safety Equipment
Professional Teacher Education Module Series. Provide for Student Safety, Module E-5 of Category E-Instructional Management.
ED 149 104

Scheduling
Professional Teacher Education Module Series. Develop a Course of Study, Module A-8 of Category A-Program Planning, Development, and Evaluation.
ED 149 158

School Community Cooperation
Building Experience-Based Career Education: First Year Evaluation Report, 1976-1977.
ED 150 294
Career Education: Planning, Learning, Understanding, Succeeding (CE+). Interim Report.
ED 150 290
ExCEL, Exploring Careers Through Experiential Learning: Year One Evaluation Report.
ED 150 295
Experience Based Career Education at Wichita East High School: A Third Party Evaluation.
ED 150 285

School Community Relationship
Community Resource Coordinator's Guide. Washington State Community Resource System for Career Education.
ED 150 299
Teacher's Guide. Washington State Community Resource System for Career Education.
ED 150 300

School Districts
A Study of Career Education in Six School Districts.
ED 149 130

School Industry Relationship
Business/Industry/Labor and Personnel Development in Vocational Education. Information Series No. 124.
ED 149 193
Industry/Education Cooperation for Adult Continuing Education. Information Series No. 111.
ED 149 181
Methods and Procedures for Job Identification and Placement Based Upon Industrial Needs. Final Report.
ED 149 048
1977 Teacher Intern Project. Final Report.
ED 150 292

School Schedules
Professional Teacher Education Module Series. Develop Long-Range Program Plans, Module A-9 of Category A-Program Planning, Development, and Evaluation.
ED 149 173

School Shops
Professional Teacher Education Module Series. Manage the Vocational Laboratory, Module E-9 of Category E-Instructional Management.
ED 149 108
Professional Teacher Education Module Series. Organize the Vocational Laboratory, Module E-8 of Category E-Instructional Management.
ED 149 107

Secondary School Teachers
1977 Teacher Intern Project. Final Report.
ED 150 292

Service Occupations
Curriculum Guide for Hospitality Education. Part I. Exemplary Project.
ED 150 333
Curriculum Guide for Hospitality Education. Part II. Exemplary Project.
ED 150 287
Implementing the Metric System in Personal and Public Service Occupations. Metric Implementation Guide.
ED 149 169

Sex Discrimination
Guidelines to Ensure Sex Fairness in Education Division Communications and Products.
ED 150 343
Sex Fairness in Career Education. Information Series No. 109.
ED 149 179
Sex Fairness in Vocational Education. Information Series No. 120.
ED 149 189

Sex Stereotypes
Career Management and Women.
ED 150 272
Sex Fairness in Career Education. Information Series No. 109.
ED 149 179
Sex Fairness in Vocational Education. Informa-

tion Series No. 120.
ED 149 189

Shared Services
The Implementation of the East Shore Career Education Center. Final Report.
ED 150 278

Sheet Metal Work
Trade and Industrial Education Course of Study for Sheet Metal.
ED 150 346

Simulated Environment
Professional Teacher Education Module Series. Employ Simulation Techniques, Module C-5 of Category C-Instructional Execution.
ED 149 069

Simulation
Professional Teacher Education Module Series. Employ Simulation Techniques, Module C-5 of Category C-Instructional Execution.
ED 149 069

Skill Development
The Alpha Mu Study: A Report on the Survey of Basic Business Survival Skills.
ED 149 161
Evaluation of the Second-Shift Program at the Johnstown Area Vocational-Technical School. Final Report.
ED 150 277

Slides
Professional Teacher Education Module Series. Present Information with Filmstrips and Slides, Module C-24 of Category C-Instructional Execution.
ED 149 088

Slow Learners
Professional Teacher Education Module Series. Provide Instruction for Slower and More Capable Learners, Module C-14 of Category C-Instructional Execution.
ED 149 078

Social Mobility
The Effect of Post Secondary Vocational Education in Assisting Students to Overcome Class and Income Inequality.
ED 149 049

Socioeconomic Status
The Effect of Post Secondary Vocational Education in Assisting Students to Overcome Class and Income Inequality.
ED 149 049

Space Utilization
Facilities and Equipment for Home Economics Education: Consumer and Homemaking, Occupational Home Economics.
ED 149 141
Professional Teacher Education Module Series. Organize the Vocational Laboratory, Module E-8 of Category E-Instructional Management.
ED 149 107

State Advisory Council on Vocational Education
Resource Book for State Advisory Councils on Vocational Education.
ED 149 058

State Agencies
Overview: 1976 Reports of the State Advisory Councils on Vocational Education.
ED 149 057

State Legislation
The Legal Status of Homemakers in Wisconsin.
ED 149 121

Statewide Planning
Curriculum Guide for Hospitality Education. Part I. Exemplary Project.
ED 150 333
Overview: 1976 Reports of the State Advisory Councils on Vocational Education.
ED 149 057
Resource Book for State Advisory Councils on Vocational Education.
ED 149 058

Status
The Legal Status of Homemakers in Wisconsin.
ED 149 121

Student Attitudes
Decision Model for Vocational Education. Final Report.
ED 149 159
Evaluation of the Second-Shift Program at the Johnstown Area Vocational-Technical School. Final Report.
ED 150 277
Evaluation Report for the Occupational Exploration Program. Pilot Test 1975.
ED 150 305

Student Behavior
Professional Teacher Education Module Series. Employ Reinforcement Techniques, Module C-13 of Category C-Instructional Execution.
ED 149 077

Student Development
Professional Teacher Education Module Series. Assist Students in Developing Self-Discipline, Module E-7 of Category E-Instructional Management.
ED 149 106

Student Evaluation
Handbook for Teachers of Adult Occupational Education.
ED 149 160
Professional Teacher Education Module Series. Assess Student Performance: Attitudes, Module D-3 of Category D-Instructional Evaluation.
ED 149 096
Professional Teacher Education Module Series. Assess Student Performance: Knowledge, Module D-2 of Category D-Instructional Evaluation.
ED 149 095
Professional Teacher Education Module Series. Assess Student Performance: Skills, Module D-4 of Category D-Instructional Evaluation.
ED 149 097
Professional Teacher Education Module Series. Determine Student Grades, Module D-5 of Category D-Instructional Evaluation.
ED 149 098
Professional Teacher Education Module Series. Establish Student Performance Criteria, Module D-1 of Category D-Instructional Evaluation.
ED 149 094
Professional Teacher Education Module Series. Gather Student Data Through Personal Contacts, Module F-2 of Category F-Guidance.
ED 149 110
Teaching General Business. Delta Pi Epsilon Rapid Reader No. 1.
ED 150 327

Student Improvement
Experience Based Career Education Project. Final Report.
ED 150 289
Experience-Based Career Education. High School Level Demonstration Project. Interim Report. First Year (September 20, 1976 to September 20, 1977).
ED 150 283

Student Leadership
Professional Teacher Education Module Series. Prepare Student Vocational Organization Members for Leadership Roles, Module H-3 of Category H-Student Vocational Organization.
ED 149 116

Student Needs
Professional Teacher Education Module Series. Determine Needs and Interests of Students, Module B-1 of Category B-Instructional Planning.
ED 149 059

Student Organizations
Professional Teacher Education Module Series. Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities, Module H-4 of Category H-Student Vocational Organization.
ED 149 117
Professional Teacher Education Module Series. Develop a Personal Philosophy Concerning Student Vocational Organizations, Module H-1 of Category H-Student Vocational Organization.
ED 149 114
Professional Teacher Education Module Series. Establish a Student Vocational Organization, Module H-2 of Category H-Student Vocational Organization.
ED 149 115
Professional Teacher Education Module Series. Guide Participation in Student Vocational Organization Contests, Module H-6 of Category H-Student Vocational Organization.
ED 149 119
Professional Teacher Education Module Series. Prepare Student Vocational Organization Members for Leadership Roles, Module H-3 of Category H-Student Vocational Organization.
ED 149 116
Professional Teacher Education Module Series. Supervise Activities of the Student Vocational Organization, Module H-5 of Category H-Student Vocational Organization.
ED 149 118

Student Participation
Professional Teacher Education Module Series. Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities, Module H-4 of Category H-Student Vocational Organization.
ED 149 117
Professional Teacher Education Module Series. Employ Brainstorming, Buzz Group, and Question Box Techniques, Module C-3 of Category C-Instructional Execution.
ED 149 067
Professional Teacher Education Module Series. Guide Participation in Student Vocational Organization Contests, Module H-6 of Category H-Student Vocational Organization.
ED 149 119

Student Placement
Cooperative Education: A Review. Information Series No. 116.
ED 149 185
A Manual for the Implementation of a Rural-Based K-12 Career Education Program. Careers Resource Project.
ED 149 053

Student Projects
Professional Teacher Education Module Series. Employ the Project Method, Module C-9 of Category C-Instructional Execution.
ED 149 073

Student Records
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement No. I to Volume 2. Cost, Data/Records: Controller's Services Division.
ED 150 350
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement No. II to Volume 2. Cost/Data/Records: Controller's Services Division.
ED 150 351
Professional Teacher Education Module Series. Gather Student Data Using Formal Data-Collection Techniques, Module F-1 of Category F-Guidance.
ED 149 109

Student Responsibility
Cooperative Education Handbook.
ED 150 282

Student Teacher Relationship
Handbook for Teachers of Adult Occupational Education.
ED 149 160

Study Habits
Professional Teacher Education Module Series. Guide Student Study, Module C-6 of Category C-Instructional Execution.
ED 149 070

Summer Programs
1977 Teacher Intern Project. Final Report.
ED 150 292

Supervisory Activities
Professional Teacher Education Module Series. Supervise Activities of the Student Vocational Organization, Module H-5 of Category H-Student Vocational Organization.
ED 149 118

Surveys
Design and Conduct of Educational Surveys and Experiments. Delta Pi Epsilon Service Bulletin No. 2.
ED 150 331

Task Analysis
The E.P.D.A. Instructional System Design Training Project. Final Report.
ED 150 280
Professional Teacher Education Module Series. Conduct an Occupational Analysis, Module A-7 of Category A-Program Planning, Development, and Evaluation.
ED 149 157
Vocational-Technical Course in Petroleum Production.
ED 150 337

Teacher Attitudes
Assessment of Inservice Needs of Part-Time Adult Vocational Teachers in Pennsylvania. Vocational-Technical Education Research Report. Adult Vocational Education, Monograph Number 1.
ED 150 281
Evaluation Report for the Occupational Exploration Program. Pilot Test 1975.
ED 150 305
The Needs Assessment of Implementing NTIS into the VTAE System. Final Report.
ED 149 125

Teacher Developed Materials
Professional Teacher Education Module Series. Prepare Teacher-Made Instructional Materials, Module B-6 of Category B-Instructional Planning.
ED 149 064

Teacher Education Curriculum
Professional Teacher Education Module Series. Resource Person Guide...to Using Performance-Based Teacher Education Materials.
ED 149 172
Professional Teacher Education Module Series. Student Guide...to Using Performance-Based Teacher Education Materials.
ED 149 120

Teacher Educators
Professional Teacher Education Module Series. Resource Person Guide...to Using Performance-Based Teacher Education Materials.
ED 149 172

Teacher Evaluation
Professional Teacher Education Module Series. Evaluate Your Instructional Effectiveness, Module D-6 of Category D-Instructional Evaluation.
ED 149 099

Teacher Responsibility
Toward the Future: Society/Technology/Industrial Arts.
ED 150 293

Teacher Role
Professional Teacher Education Module Series. Resource Person Guide...to Using Performance-Based Teacher Education Materials.
ED 149 172

Teaching Methods
Adult Education Teaching Techniques. Information Series No. 110.
ED 149 180
Handbook for Teachers of Adult Occupational Education.
ED 149 160
Professional Teacher Education Module Series. Conduct Group Discussions, Panel Discussions, and Symposiums, Module C-2 of Category C-Instructional Execution.
ED 149 066
Professional Teacher Education Module Series. Demonstrate a Concept or Principle, Module C-17 of Category C-Instructional Execution.
ED 149 081
Professional Teacher Education Module Series. Demonstrate a Manipulative Skill, Module C-16 of Category C-Instructional Execution.
ED 149 080
Professional Teacher Education Module Series. Direct Field Trips, Module C-1 of Category C-Instructional Execution.
ED 149 065
Professional Teacher Education Module Series. Direct Student Laboratory Experience, Module C-7 of Category C-Instructional Execution.
ED 149 071
Professional Teacher Education Module Series. Direct Students in Applying Problem-Solving Techniques, Module C-8 of Category C-Instructional Execution.
ED 149 072
Professional Teacher Education Module Series. Direct Students in Instructing Other Students, Module C-4 of Category C-Instructional Execution.
ED 149 068
Professional Teacher Education Module Series. Employ Brainstorming, Buzz Group, and Question Box Techniques, Module C-3 of Category C-Instructional Execution.
ED 149 067
Professional Teacher Education Module Series. Employ Programmed Instruction, Module C-28 of Category C-Instructional Execution.
ED 149 092
Professional Teacher Education Module Series. Employ Simulation Techniques, Module C-5 of Category C-Instructional Execution.
ED 149 069
Professional Teacher Education Module Series. Employ the Project Method, Module C-9 of Category C-Instructional Execution.
ED 149 073
Professional Teacher Education Module Series. Employ the Team Teaching Approach, Module C-19 of Category C-Instructional Execution.
ED 149 083
Professional Teacher Education Module Series. Guide Student Study, Module C-6 of Category C-Instructional Execution.
ED 149 070
Professional Teacher Education Module Series. Individualize Instruction, Module C-18 of Category C-Instructional Execution.
ED 149 082
Professional Teacher Education Module Series. Introduce a Lesson, Module C-10 of Category C-Instructional Execution.
ED 149 074
Professional Teacher Education Module Series. Prepare Bulletin Boards and Exhibits, Module C-21 of Category C-Instructional Execution.
ED 149 085
Professional Teacher Education Module Series. Present Information with Audio Recordings, Module C-26 of Category C-Instructional Execution.
ED 149 090
Professional Teacher Education Module Series. Present Information with Films, Module C-25 of Category C-Instructional Execution.
ED 149 089
Professional Teacher Education Module Series. Present Information with Filmstrips and Slides, Module C-24 of Category C-Instructional Execution.
ED 149 088
Professional Teacher Education Module Series. Present Information with Models, Real Objects, and Flannel Boards, Module C-22 of Category C-Instructional Execution.
ED 149 086
Professional Teacher Education Module Series. Present Information with Overhead and Opaque Materials, Module C-23 of Category C-Instructional Execution.
ED 149 087
Professional Teacher Education Module Series. Present Information with Televised and Videotaped Materials, Module C-27 of Category C-Instructional Execution.
ED 149 091
Professional Teacher Education Module Series. Provide Instruction for Slower and More Capable Learners, Module C-14 of Category C-Instructional Execution.
ED 149 078
Professional Teacher Education Module Series. Summarize a Lesson, Module C-11 of Category C-Instructional Execution.
ED 149 075
Professional Teacher Education Module Series. Use Subject Matter Experts to Present Information, Module C-20 of Category C-Instructional Execution.
ED 149 084
Teaching General Business. Delta Pi Epsilon Rapid Reader No. 1.
ED 150 327

Teaching Models
Teaching Typewriting. Delta Pi Epsilon Rapid Reader No. 3.
ED 150 329

Teaching Procedures
Graphic Communications-Preparatory Area. Book 1-Typography and Modern Typesetting. Teacher's Manual.
ED 149 147
Implementing the Metric System in Agricultural Occupations. Metric Implementation Guide.
ED 149 167
Implementing the Metric System in Business Occupations. Metric Implementation Guide.
ED 149 171
Implementing the Metric System in Health Occupations. Metric Implementation Guide.
ED 149 170
Implementing the Metric System in Industrial Occupations. Metric Implementation Guide.
ED 149 168
Implementing the Metric System in Personal and Public Service Occupations. Metric Implementation Guide.
ED 149 169
Training Program for Emergency Medical Technician: Dispatcher. 2-Instructor Lesson Plans.
ED 150 303
Upgrading Mine Electricians in the Use of Solid State Electrical Controls. Teacher Guide.
ED 150 334

Teaching Skills
Assessment of Inservice Needs of Part-Time Adult Vocational Teachers in Pennsylvania. Vocational-Technical Education Research Report. Adult Vocational Education, Monograph Number 1.
ED 150 281
Handbook for Teachers of Adult Occupational Education.
ED 149 160
Professional Teacher Education Module Series. Arrange for Improvement of Your Vocational Facilities, Module E-3 of Category E-Instructional Management.
ED 149 102
Professional Teacher Education Module Series. Assess Student Performance: Attitudes, Module D-3 of Category D-Instructional Evaluation.
ED 149 096
Professional Teacher Education Module Series. Assess Student Performance: Knowledge, Module D-2 of Category D-Instructional Evaluation.
ED 149 095
Professional Teacher Education Module Series. Assess Student Performance: Skills, Module D-4 of Category D-Instructional Evaluation.
ED 149 097
Professional Teacher Education Module Series. Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities, Module H-4 of Category H-Student Vocational Organization.
ED 149 117
Professional Teacher Education Module Series. Assist Students in Applying for Employment or Further Education, Module F-5 of Category F-Guidance.
ED 149 113
Professional Teacher Education Module Series. Assist Students in Developing Self-Discipline, Module E-7 of Category E-Instructional Management.
ED 149 106
Professional Teacher Education Module Series. Conduct a Student Follow-Up Study, Module A-10 of Category A-Program Planning, Development, and Evaluation.
ED 149 174
Professional Teacher Education Module Series. Conduct an Occupational Analysis, Module A-7 of Category A-Program Planning, Development, and Evaluation.
ED 149 157
Professional Teacher Education Module Series. Conduct Group Discussions, Panel Discussions, and Symposiums, Module C-2 of Category C-Instructional Execution.
ED 149 066
Professional Teacher Education Module Series. Demonstrate a Concept or Principle, Module C-17 of Category C-Instructional Execution.
ED 149 081
Professional Teacher Education Module Series. Demonstrate a Manipulative Skill, Module C-16 of Category C-Instructional Execution.
ED 149 080
Professional Teacher Education Module Series. Determine Needs and Interests of Students, Module B-1 of Category B-Instructional Planning.
ED 149 059
Professional Teacher Education Module Series. Determine Student Grades, Module D-5 of Category D-Instructional Evaluation.
ED 149 098
Professional Teacher Education Module Series. Develop a Course of Study, Module A-8 of Category A-Program Planning, Development, and Evaluation.
ED 149 158
Professional Teacher Education Module Series. Develop a Lesson Plan, Module B-4 of Category B-Instructional Planning.
ED 149 062
Professional Teacher Education Module Series. Develop a Personal Philosophy Concerning Student Vocational Organizations, Module H-1 of Category H-Student Vocational Organization.
ED 149 114
Professional Teacher Education Module Series. Develop a Unit of Instruction, Module B-3 of Category B-Instructional Planning.
ED 149 061
Professional Teacher Education Module Series. Develop Long-Range Program Plans, Module A-9 of Category A-Program Planning, Development, and Evaluation.
ED 149 173
Professional Teacher Education Module Series. Develop Program Goals and Objectives, Module A-6 of Category A-Program Planning, Development, and Evaluation.
ED 149 156
Professional Teacher Education Module Series. Develop Student Performance Objectives, Module B-2 of Category B-Instructional Planning.
ED 149 060
Professional Teacher Education Module Series. Direct Field Trips, Module C-1 of Category C-Instructional Execution.
ED 149 065
Professional Teacher Education Module Series. Direct Student Laboratory Experience, Module C-7 of Category C-Instructional Execution.
ED 149 071
Professional Teacher Education Module Series. Direct Students in Applying Problem-Solving Techniques, Module C-8 of Category C-Instructional Execution.
ED 149 072
Professional Teacher Education Module Series. Direct Students in Instructing Other Students, Module C-4 of Category C-Instructional Execution.
ED 149 068
Professional Teacher Education Module Series. Employ Brainstorming, Buzz Group, and Question Box Techniques, Module C-3 of Category C-Instructional Execution.
ED 149 067
Professional Teacher Education Module Series. Employ Oral Questioning Techniques, Module C-12 of Category C-Instructional Execution.
ED 149 076
Professional Teacher Education Module Series. Employ Programmed Instruction, Module C-28 of Category C-Instructional Execution.
ED 149 092
Professional Teacher Education Module Series. Employ Reinforcement Techniques, Module C-13 of Category C-Instructional Execution.
ED 149 077
Professional Teacher Education Module Series. Employ Simulation Techniques, Module C-5 of Category C-Instructional Execution.
ED 149 069
Professional Teacher Education Module Series. Employ the Project Method, Module C-9 of Category C-Instructional Execution.
ED 149 073
Professional Teacher Education Module Series. Employ the Team Teaching Approach, Module C-19 of Category C-Instructional Execution.
ED 149 083
Professional Teacher Education Module Series. Establish a Student Vocational Organization, Module H-2 of Category H-Student Vocational Organization.
ED 149 115
Professional Teacher Education Module Series. Establish Student Performance Criteria, Module D-1 of Category D-Instructional Evaluation.
ED 149 094
Professional Teacher Education Module Series. Evaluate Your Instructional Effectiveness, Module D-6 of Category D-Instructional Evaluation.
ED 149 099
Professional Teacher Education Module Series. Evaluate Your Vocational Program, Module A-11 of Category A-Program Planning, Development, and Evaluation.
ED 149 175
Professional Teacher Education Module Series. Gather Student Data Through Personal Contacts, Module F-2 of Category F-Guidance.
ED 149 110
Professional Teacher Education Module Series. Gather Student Data Using Formal Data-Collection Techniques, Module F-1 of Category F-Guidance.
ED 149 109
Professional Teacher Education Module Series. Guide Participation in Student Vocational Organization Contests, Module H-6 of Category H-Student Vocational Organization.
ED 149 119
Professional Teacher Education Module Series. Guide Student Study, Module C-6 of Category C-Instructional Execution.
ED 149 070
Professional Teacher Education Module Series. Individualize Instruction, Module C-18 of Category C-Instructional Execution.
ED 149 082
Professional Teacher Education Module Series. Introduce a Lesson, Module C-10 of Category C-Instructional Execution.
ED 149 074
Professional Teacher Education Module Series. Maintain a Filing System, Module E-4 of Category E-Instructional Management.
ED 149 103
Professional Teacher Education Module Series. Maintain an Occupational Advisory Committee, Module A-5 of Category A-Program Planning, Development, and Evaluation.
ED 149 155
Professional Teacher Education Module Series. Manage Your Budgeting and Reporting Responsibilities, Module E-2 of Category E-Instructional Management.

ED 149 101
Professional Teacher Education Module Series. Organize an Occupational Advisory Committee, Module A-4 of Category A-Program Planning, Development, and Evaluation.

ED 149 154
Professional Teacher Education Module Series. Prepare Bulletin Boards and Exhibits, Module C-21 of Category C-Instructional Execution.

ED 149 085
Professional Teacher Education Module Series. Prepare for a Community Survey, Module A-1 of Category A-Program Planning, Development, and Evaluation.

ED 149 151
Professional Teacher Education Module Series. Prepare Student Vocational Organization Members for Leadership Roles, Module H-3 of Category H-Student Vocational Organization.

ED 149 116
Professional Teacher Education Module Series. Prepare Teacher-Made Instructional Materials, Module B-6 of Category B-Instructional Planning.

ED 149 064
Professional Teacher Education Module Series. Present an Illustrated Talk, Module C-15 of Category C-Instructional Execution.

ED 149 079
Professional Teacher Education Module Series. Present Information with Audio Recordings, Module C-26 of Category C-Instructional Execution.

ED 149 090
Professional Teacher Education Module Series. Present Information with Films, Module C-25 of Category C-Instructional Execution.

ED 149 089
Professional Teacher Education Module Series. Present Information with Filmstrips and Slides, Module C-24 of Category C-Instructional Execution.

ED 149 088
Professional Teacher Education Module Series. Present Information with Models, Real Objects, and Flannel Boards, Module C-22 of Category C-Instructional Execution.

ED 149 086
Professional Teacher Education Module Series. Present Information with Overhead and Opaque Materials, Module C-23 of Category C-Instructional Execution.

ED 149 087
Professional Teacher Education Module Series. Present Information with Televised and Videotaped Materials, Module C-27 of Category C-Instructional Execution.

ED 149 091
Professional Teacher Education Module Series. Present Information with the Chalkboard and Flip Chart, Module C-29 of Category C-Instructional Execution.

ED 149 093
Professional Teacher Education Module Series. Project Instructional Resource Needs, Module E-1 of Category E-Instructional Management.

ED 149 100
Professional Teacher Education Module Series. Provide for Student Safety, Module E-5 of Category E-Instructional Management.

ED 149 104
Professional Teacher Education Module Series. Provide for the First Aid Needs of Students, Module E-6 of Category E-Instructional Management.

ED 149 105
Professional Teacher Education Module Series. Provide Information on Educational and Career Opportunities, Module F-4 of Category F-Guidance.

ED 149 112
Professional Teacher Education Module Series. Provide Instruction for Slower and More Capable Learners, Module C-14 of Category C-Instructional Execution.

ED 149 078
Professional Teacher Education Module Series. Report the Findings of a Community Survey, Module A-3 of Category A-Program Planning, Development, and Evaluation.

ED 149 153
Professional Teacher Education Module Series. Select Student Instructional Materials, Module B-5 of Category B-Instructional Planning.

ED 149 063
Professional Teacher Education Module Series. Student Guide...to Using Performance-Based Teacher Education Materials.

ED 149 120
Professional Teacher Education Module Series. Summarize a Lesson, Module C-11 of Category C-Instructional Execution.

ED 149 075
Professional Teacher Education Module Series. Supervise Activities of the Student Vocational Organization, Module H-5 of Category H-Student Vocational Organization.

ED 149 118
Professional Teacher Education Module Series. Use Subject Matter Experts to Present Information, Module C-20 of Category C-Instructional Execution.

ED 149 084
Professional Teacher Education Modules Series. Conduct a Community Survey, Module A-2 of Category A-Program Planning, Development, and Evaluation.

ED 149 152
Professional Teacher Education Modules Series. Use Conferences To Help Meet Student Needs, Module F-3 of Category F-Guidance.

ED 149 111

Teaching Techniques
Adult Education Teaching Techniques. Information Series No. 110.

ED 149 180
Professional Teacher Education Module Series. Employ Oral Questioning Techniques, Module C-12 of Category C-Instructional Execution.

ED 149 076
Professional Teacher Education Module Series. Employ Reinforcement Techniques, Module C-13 of Category C-Instructional Execution.

ED 149 077
Professional Teacher Education Module Series. Present an Illustrated Talk, Module C-15 of Category C-Instructional Execution.

ED 149 079
Professional Teacher Education Module Series. Present Information with the Chalkboard and Flip Chart, Module C-29 of Category C-Instructional Execution.

ED 149 093
Teaching Consumer Education. Delta Pi Epsilon Rapid Reader No. 2.

ED 150 328
Upgrading Mine Electricians in the Use of Solid State Electrical Controls. Teacher Guide.

ED 150 334

Team Teaching
Professional Teacher Education Module Series. Employ the Team Teaching Approach, Module C-19 of Category C-Instructional Execution.

ED 149 083

Technical Education
Resources in Vocational Education. Volume 10. Annual Index 1977.

ED 149 166

Technological Advancement
Productivity and Job Security: Attrition-Benefits and Problems.

ED 149 142
Toward the Future: Society/Technology/Industrial Arts.

ED 150 293

Technology
Industrial Arts Curriculum Guide-Level I for North Dakota Secondary Schools Using the Cluster Technologies Approach. Final Report. Research Series No. 55.

ED 150 298
The Response of Vocational Education to the National Energy Crisis. A Special Report.

ED 149 144

Telecommunication
Training Program for Emergency Medical Technician: Dispatcher. 1-Course Guide.

ED 150 302
Training Program for Emergency Medical Technician: Dispatcher. 2-Instructor Lesson Plans.

ED 150 303
Training Program for Emergency Medical Technician: Dispatcher. 3-Student Study Guide.

ED 150 304

Television
Professional Teacher Education Module Series. Present Information with Televised and Videotaped Materials, Module C-27 of Category C-Instructional Execution.

ED 149 091

Test Construction
Professional Teacher Education Module Series. Assess Student Performance: Attitudes, Module D-3 of Category D-Instructional Evaluation.

ED 149 096
Professional Teacher Education Module Series. Assess Student Performance: Knowledge, Module D-2 of Category D-Instructional Evaluation.

ED 149 095
Professional Teacher Education Module Series. Assess Student Performance: Skills, Module D-4 of Category D-Instructional Evaluation.

ED 149 097

Testing
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement II to Volume 3. Measurement and Evaluation: The Research Services Division.

ED 150 353

Three Dimensional Aids
Professional Teacher Education Module Series. Present Information with Models, Real Objects, and Flannel Boards, Module C-22 of Category C-Instructional Execution.

ED 149 086

Tourism
Curriculum Guide for Hospitality Education. Part I. Exemplary Project.

ED 150 333
Curriculum Guide for Hospitality Education. Part II. Exemplary Project.

ED 150 287

Trade and Industrial Education
Implementing the Metric System in Industrial Occupations. Metric Implementation Guide.

ED 149 168
Methods and Procedures for Job Identification and Placement Based Upon Industrial Needs. Final Report.

ED 149 048
Vocational-Technical Course in Petroleum Production.

ED 150 337

Typewriting
Teaching Typewriting. Delta Pi Epsilon Rapid Reader No. 3.

ED 150 329

Unit Plan
Professional Teacher Education Module Series. Develop a Unit of Instruction, Module B-3 of Category B–Instructional Planning.

ED 149 061

Units of Study
Graphic Communications–Preparatory Area. Book I–Typography and Modern Typesetting. Student Manual.

ED 149 146
Professional Teacher Education Module Series. Develop a Unit of Instruction, Module B-3 of Category B–Instructional Planning.

ED 149 061
Teaching Consumer Education. Delta Pi Epsilon Rapid Reader No. 2.

ED 150 328

Upholstery
Trade and Industrial Education Course of Study for Upholstery.

ED 149 149

Video Tape Recordings
Professional Teacher Education Module Series. Present Information with Televised and Videotaped Materials, Module C-27 of Category C–Instructional Execution.

ED 149 091

Vocational Adjustment
1974-76 Follow-up of the Physically Handicapped in Pennsylvania.

ED 149 165

Vocational Development
Building Experience-Based Career Education: First Year Evaluation Report, 1976-1977.

ED 150 294
Career Education: Planning, Learning, Understanding, Succeeding (CE+). Interim Report.

ED 150 290
Career Management and Women.

ED 150 272
Evaluation of the Second-Shift Program at the Johnstown Area Vocational-Technical School. Final Report.

ED 150 277
Experience Based Career Education at Wichita East High School: A Third Party Evaluation.

ED 150 285
Experience-Based Career Education. High School Level Demonstration Project. Interim Report. First Year (September 20, 1976 to September 20, 1977).

ED 150 283
Experienced Based Career Education. Final Report. September 17, 1977 to October 15, 1977.

ED 150 288
Planning for Change through Career Education. Interim Report.

ED 149 129
Programs of Career Guidance, Counseling, Placement, Follow-Up and Follow-Through. A Futures Perspective. Information Series No. 107.

ED 149 176

Vocational Education
Business/Industry/Labor and Personnel Development in Vocational Education. Information Series No. 124.

ED 149 193
Competency-Based Vocational Education: A Review. Information Series No. 115.

ED 149 184
Cooperative Education: A Review. Information Series No. 116.

ED 149 185
Design and Field Testing of a Systematic Procedure for Evaluating Vocational Programs. Final Report.

ED 150 296
The E.P.D.A. Instructional System Design Training Project. Final Report.

ED 150 280
The Educational Amendments of 1976 and Their Implications for Vocational Education. Information Series No. 122.

ED 149 191
The Effect of Post Secondary Vocational Education in Assisting Students to Overcome Class and Income Inequality.

ED 149 049
Graphic Communications–Preparatory Area. Book I–Typography and Modern Typesetting. Student Manual.

ED 149 146
Graphic Communications–Preparatory Area. Book I–Typography and Modern Typesetting. Teacher's Manual.

ED 149 147
Issues and Policy In Vocational Education. Information Series No. 121.

ED 149 190
Metrics for Occupations. Information Series No. 118.

ED 149 187
National Advisory Council on Vocational Education. 1976 Annual Report.

ED 149 145
The Needs Assessment of Implementing NTIS into the VTAE System. Final Report.

ED 149 125
Overview: 1976 Reports of the State Advisory Councils on Vocational Education.

ED 149 057
Professional Teacher Education Module Series. Arrange for Improvement of Your Vocational Facilities, Module E-3 of Category E–Instructional Management.

ED 149 102
Professional Teacher Education Module Series. Assess Student Performance: Knowledge, Module D-2 of Category D–Instructional Evaluation.

ED 149 095
Professional Teacher Education Module Series. Assess Student Performance: Skills, Module D-4 of Category D–Instructional Evaluation.

ED 149 097
Professional Teacher Education Module Series. Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities, Module H-4 of Category H–Student Vocational Organization.

ED 149 117
Professional Teacher Education Module Series. Assist Students in Applying for Employment or Further Education, Module F-5 of Category F–Guidance.

ED 149 113
Professional Teacher Education Module Series. Conduct a Student Follow-Up Study, Module A-10 of Category A–Program Planning, Development, and Evaluation

ED 149 174
Professional Teacher Education Module Series. Conduct an Occupational Analysis, Module A-7 of Category A–Program Planning, Development, and Evaluation.

ED 149 157
Professional Teacher Education Module Series. Conduct Group Discussions, Panel Discussions, and Symposiums, Module C-2 of Cateogry C–Instructional Execution.

ED 149 066
Professional Teacher Education Module Series. Demonstrate a Concept or Principle, Module C-17 of Category C–Instructional Execution.

ED 149 081
Professional Teacher Education Module Series. Demonstrate a Manipulative Skill, Module C-16 of Category C–Instructional Execution.

ED 149 080
Professional Teacher Education Module Series. Determine Student Grades, Module D-5 of Category D–Instructional Evaluation.

ED 149 098
Professional Teacher Education Module Series. Develop a Course of Study, Module A-8 of Category A–Program Planning, Development, and Evaluation.

ED 149 158
Professional Teacher Education Module Series. Develop a Lesson Plan, Module B-4 of Category B–Instructional Planning.

ED 149 062
Professional Teacher Education Module Series. Develop a Personal Philosophy Concerning Student Vocational Organizations, Module H-1 of Category H–Student Vocational Organization.

ED 149 114
Professional Teacher Education Module Series. Develop a Unit of Instruction, Module B-3 of Category B–Instructional Planning.

ED 149 061
Professional Teacher Education Module Series. Develop Long-Range Program Plans, Module A-9 of Category A–Program Planning, Development, and Evaluation.

ED 149 173
Professional Teacher Education Module Series. Develop Program Goals and Objectives, Module A-6 of Category A–Program Planning, Development, and Evaluation.

ED 149 156
Professional Teacher Education Module Series. Direct Field Trips, Module C-1 of Category C–Instructional Execution.

ED 149 065
Professional Teacher Education Module Series. Direct Student Laboratory Experience, Module C-7 of Category C–Instructional Execution.

ED 149 071
Professional Teacher Education Module Series. Direct Students in Applying Problem-Solving Techniques, Module C-8 of Category C–Instructional Execution.

ED 149 072
Professional Teacher Education Module Series. Direct Students in Instructing Other Students, Module C-4 of Category C–Instructional Execution.

ED 149 068
Professional Teacher Education Module Series. Employ Brainstorming, Buzz Group, and Question Box Techniques, Module C-3 of Category C–Instructional Execution.

ED 149 067
Professional Teacher Education Module Series. Employ Oral Questioning Techniques, Module C-12 of Category C–Instructional Execution.

ED 149 076
Professional Teacher Education Module Series. Employ Programmed Instruction, Module C-28 of Category C–Instructional Execution.

ED 149 092
Professional Teacher Education Module Series. Employ Reinforcement Techniques, Module C-13 of Category C–Instructional Execution.

ED 149 077
Professional Teacher Education Module Series. Employ Simulation Techniques, Module C-5 of Category C–Instructional Execution.

ED 149 069
Professional Teacher Education Module Series. Employ the Project Method, Module C-9 of Category C–Instructional Execution.

ED 149 073
Professional Teacher Education Module Series. Employ the Team Teaching Approach, Module C-19 of Category C–Instructional Execution.

ED 149 083
Professional Teacher Education Module Series. Establish a Student Vocational Organization, Module H-2 of Category H–Student Vocational Organization.

ED 149 115
Professional Teacher Education Module Series. Establish Student Performance Criteria, Module D-1 of Category D–Instructional Evaluation.

ED 149 094
Professional Teacher Education Module Series. Evaluate Your Instructional Effectiveness, Module D-6 of Category D–Instructional Evaluation.

ED 149 099
Professional Teacher Education Module Series. Evaluate Your Vocational Program, Module A-11 of Category A–Program Planning, Development, and Evaluation.

ED 149 175
Professional Teacher Education Module Series. Gather Student Data Through Personal Contacts, Module F-2 of Category F–Guidance.

ED 149 110
Professional Teacher Education Module Series. Gather Student Data Using Formal Data-Collection Techniques, Module F-1 of Category F–Guidance.

ED 149 109
Professional Teacher Education Module Series. Guide Participation in Student Vocational Organization Contests, Module H-6 of Category H–Student Vocational Organization.

ED 149 119
Professional Teacher Education Module Series. Guide Student Study, Module C-6 of Category C–Instructional Execution.

ED 149 070
Professional Teacher Education Module Series. Individualize Instruction, Module C-18 of Category C–Instructional Execution.

ED 149 082
Professional Teacher Education Module Series. Introduce a Lesson, Module C-10 of Category C–Instructional Execution.

ED 149 074
Professional Teacher Education Module Series. Maintain a Filing System, Module E-4 of Category E–Instructional Management.

ED 149 103
Professional Teacher Education Module Series. Maintain an Occupational Advisory Committee, Module A-5 of Category A–Program Planning, Development, and Evaluation.

ED 149 155
Professional Teacher Education Module Series. Manage the Vocational Laboratory, Module E-9 of Category E–Instructional Management.

ED 149 108
Professional Teacher Education Module Series. Manage Your Budgeting and Reporting Responsibilities, Module E-2 of Category E–Instructional Management.

ED 149 101
Professional Teacher Education Module Series. Organize an Occupational Advisory Committee, Module A-4 of Category A–Program Planning, Development, and Evaluation.

ED 149 154
Professional Teacher Education Module Series. Organize the Vocational Laboratory, Module E-8 of Category E–Instructional Management.

ED 149 107
Professional Teacher Education Module Series. Prepare Bulletin Boards and Exhibits, Module C-21 of Category C–Instructional Execution.

ED 149 085
Professional Teacher Education Module Series. Prepare for a Community Survey, Module A-1 of Category A–Program Planning, Development, and Evaluation.

ED 149 151
Professional Teacher Education Module Series. Prepare Student Vocational Organization Members for Leadership Roles, Module H-3 of Category H–Student Vocational Organization.

ED 149 116
Professional Teacher Education Module Series. Present an Illustrated Talk, Module C-15 of Category C–Instructional Execution.

ED 149 079
Professional Teacher Education Module Series. Present Information with Audio Recordings, Module C-26 of Category C–Instructional Execution.

ED 149 090
Professional Teacher Education Module Series. Present Information with Films, Module C-25 of Category C–Instructional Execution.

ED 149 089
Professional Teacher Education Module Series. Present Information with Filmstrips and Slides, Module C-24 of Category C–Instructional Execution.

ED 149 088
Professional Teacher Education Module Series. Present Information with Models, Real Objects, and Flannel Boards, Module C-22 of Category C–Instructional Execution.

ED 149 086
Professional Teacher Education Module Series. Present Information with Overhead and Opaque Materials, Module C-23 of Category C–Instructional Execution.

ED 149 087
Professional Teacher Education Module Series. Present Information with Televised and Videotaped Materials, Module C-27 of Category C–Instructional Execution.

ED 149 091
Professional Teacher Education Module Series. Present Information with the Chalkboard and Flip Chart, Module C-29 of Category C–Instructional Execution.

ED 149 093
Professional Teacher Education Module Series. Project Instructional Resource Needs, Module E-1 of Category E–Instructional Management.

ED 149 100
Professional Teacher Education Module Series. Provide for Student Safety, Module E-5 of Category E–Instructional Management.

ED 149 104
Professional Teacher Education Module Series. Provide for the First Aid Needs of Students, Module E-6 of Category E–Instructional Management.

ED 149 105
Professional Teacher Education Module Series. Provide Information on Educational and Career Opportunities, Module F-4 of Category F–Guidance.

ED 149 112
Professional Teacher Education Module Series. Provide Instruction for Slower and More Capable Learners, Module C-14 of Category C–Instructional Execution.

ED 149 078
Professional Teacher Education Module Series. Report the Findings of a Community Survey, Module A-3 of Category A–Program Planning, Development, and Evaluation.

ED 149 153
Professional Teacher Education Module Series. Resource Person Guide...to Using Performance-Based Teacher Education Materials.

ED 149 172
Professional Teacher Education Module Series. Select Student Instructional Materials, Module B-5 of Category B–Instructional Planning.

ED 149 063
Professional Teacher Education Module Series. Student Guide...to Using Performance-Based Teacher Education Materials.

ED 149 120
Professional Teacher Education Module Series. Summarize a Lesson, Module C-11 of Category C–Instructional Execution.

ED 149 075
Professional Teacher Education Module Series. Supervise Activities of the Student Vocational Organization, Module H-5 of Category H–Student Vocational Organization.

ED 149 118
Professional Teacher Education Module Series. Use Subject Matter Experts to Present Information, Module C-20 of Category C–Instructional Execution.

ED 149 084
Professional Teacher Education Modules Series. Conduct a Community Survey, Module A-2 of Category A–Program Planning, Development, and Evaluation.

ED 149 152
Professional Teacher Education Modules Series. Use Conferences To Help Meet Student Needs, Module F-3 of Category F–Guidance.

ED 149 111
Program Evaluation and Planning for the Vocational Education of Handicapped Students: Secondary, Post-Secondary Articulation.

ED 150 332
Program Evaluation in Vocational Education: A Review. Information Series No. 117.

ED 149 186
Resource Book for State Advisory Councils on Vocational Education.

ED 149 058
Resources in Vocational Education. Volume 10. Annual Index 1977.

ED 149 166
The Response of Vocational Education to the National Energy Crisis. A Special Report.

ED 149 144
Sex Fairness in Vocational Education. Information Series No. 120.

ED 149 189
Vocational Education for the Handicapped: A Review. Information Series No. 119.

ED 149 188
The Vocational Educator's Guide to Competency-Based Personalized Instruction.

ED 150 279
Vocational Research Coordinating Unit. A Handbook of Services.

ED 150 324
1974-76 Follow-up of the Physically Handicapped in Pennsylvania.

ED 149 165

Vocational Education Teachers

Assessment of Inservice Needs of Part-Time Adult Vocational Teachers in Pennsylvania. Vocational-Technical Education Research Report. Adult Vocational Education, Monograph Number 1.

ED 150 281
Business/Industry/Labor and Personnel Development in Vocational Education. Information Series No. 124.

ED 149 193

Vocational Followup
Professional Teacher Education Module Series. Conduct a Student Follow-Up Study, Module A-10 of Category A–Program Planning, Development, and Evaluation.
ED 149 174

Vocational Interests
Professional Teacher Education Module Series. Determine Needs and Interests of Students, Module B-1 of Category B–Instructional Planning.
ED 149 059

Voluntary Agencies
Career Education: The Role of School-Related Youth Groups and Voluntary Organizations. Information Series No. 108.
ED 149 178

Wildlife Management
A Career Approach to Natural Resource Management in Wildlife and Recreation. Final Report.
ED 149 124

Wisconsin
The Legal Status of Homemakers in Wisconsin.
ED 149 121
The Needs Assessment of Implementing NTIS into the VTAE System. Final Report.
ED 149 125

Work Attitudes
Preretirement Education. Information Series No. 112.
ED 149 182

Work Experience Programs
Building Experience-Based Career Education: First Year Evaluation Report, 1976-1977.
ED 150 294
Career Education: Planning, Learning, Understanding, Succeeding (CE+). Interim Report.
ED 150 290
Cooperative Education Handbook.
ED 150 282
Cooperative Education: A Review. Information Series No. 116.
ED 149 185
Education Service and Work: The Multi-Funded Approach.
ED 149 127
ExCEL, Exploring Careers Through Experiential Learning: Year One Evaluation Report.
ED 150 295
Experience Based Career Education at Wichita East High School: A Third Party Evaluation.
ED 150 285
Experience Based Career Education Project. Final Report.
ED 150 289
Experience-Based Career Education. High School Level Demonstration Project. Interim Report. First Year (September 20, 1976 to September 20, 1977).
ED 150 283
Experienced Based Career Education. Final Report. September 17, 1977 to October 15, 1977.
ED 150 288
Guide to Adoption & Implementation Decisions for the Far West Model of EBCE. A Workbook for Decision Makers.
ED 150 336
Planning for Change through Career Education. Interim Report.
ED 149 129
The Theoretical Basis of Experience-Based Career Education.
ED 150 338
Values & Information: An Approach to Evaluation Planning. The Far West Model. Experience-Based Career Education.
ED 150 339

Writing
Research: Process and Product. Delta Pi Epsilon Service Bulletin No. 1.
ED 150 330

Writing Skills
Professional Teacher Education Module Series. Develop Program Goals and Objectives, Module A-6 of Category A–Program Planning, Development, and Evaluation.
ED 149 156
Professional Teacher Education Module Series. Develop Student Performance Objectives, Module B-2 of Category B–Instructional Planning.
ED 149 060

Youth Agencies
Career Education: The Role of School-Related Youth Groups and Voluntary Organizations. Information Series No. 108.
ED 149 178

Youth Development Program
The Community Action Agency Youth Development Program Manual. A Technical Assistance Pamphlet.
ED 149 055

Youth Employment
Career Education: The Role of School-Related Youth Groups and Voluntary Organizations. Information Series No. 108.
ED 149 178
A Planning Charter for the Youth Employment and Demonstration Projects Act of 1977.
ED 150 321

Youth Employment and Demonstration Projects Act
A Planning Charter for the Youth Employment and Demonstration Projects Act of 1977.
ED 150 321

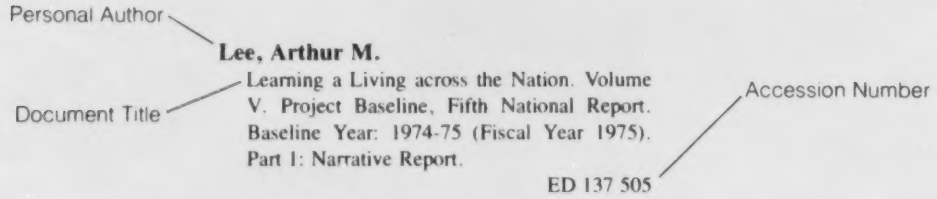
Youth Programs
The Community Action Agency Youth Development Program Manual. A Technical Assistance Pamphlet.
ED 149 055

Author Index

This index lists documents under the name(s) of their author(s). The index is arranged in alphabetical order by the author's last name.

As shown in the example below, the Accession Number is displayed below and to the right of the title. Additional information about the document can be found under that number in the Resume Section.

The symbol / / appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.


Personal Author
Lee, Arthur M.
Document Title
Learning a Living across the Nation. Volume V. Project Baseline, Fifth National Report. Baseline Year: 1974-75 (Fiscal Year 1975). Part 1: Narrative Report.
Accession Number
ED 137 505

Avery, John H.
Determining Performance Levels of Competencies for Job Entry Required of Beginning Farm Operators. Final Report.
ED 149 052

Bagby, James M.
Career Guidance Information Needs of Rural and Small Schools. Research and Development Series No. 130.
ED 149 133

Banks, Wilson P.
Implementing the Metric System in Health Occupations. Metric Implementation Guide.
ED 149 170
Implementing the Metric System in Personal and Public Service Occupations. Metric Implementation Guide.
ED 149 169

Barrett, Leverne A.
A Career Approach to Natural Resource Management in Wildlife and Recreation. Final Report.
ED 149 124

Barrow, Jeffrey C.
Personality Correlates of the Reinforcement Propensities of Leaders.
ED 150 271

Bender, Myron
Industrial Arts Curriculum Guide-Level I for North Dakota Secondary Schools Using the Cluster Technologies Approach. Final Report. Research Series No. 55.
ED 150 298

Bishop, Ivan, Comp.
Trade and Industrial Education Course of Study for Automotive Body and Fender.
ED 149 150

Blair, Mark W.
ExCEL, Exploring Careers Through Experiential Learning: Year One Evaluation Report.
ED 150 295

Brown, Betty Jean
Teaching General Business. Delta Pi Epsilon Rapid Reader No. 1.
ED 150 327

Brubaker, J. Elwood, Comp.
Trade and Industrial Education Course of Study for Painting and Decorating.
ED 150 345

Butler, Roy L.
Industry/Education Cooperation for Adult Continuing Education. Information Series No. 111.
ED 149 181

Buttram, Joan L.
ExCEL, Exploring Careers Through Experiential Learning: Year One Evaluation Report.
ED 150 295

Cap, Orest
Business/Industry/Labor and Personnel Development in Vocational Education. Information Series No. 124.
ED 149 193

Cargill, Samuel Paul, Jr., Comp.
Vocational Research Coordinating Unit. A Handbook of Services.
ED 150 324

Carroll, Adger B.
An Evaluation of Community Organization and Leadership Development in Cooperative Extension's Community Development Program. A National Task Force Report.
ED 150 291

Coyle, David A.
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement Four to Volume Three. Measurement and Evaluation: The Research Services Division.
ED 150 355
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement I To Volume 3. Measurement and Evaluation: The Research Services Division.
ED 150 352
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement II to Volume 3. Measurement and Evaluation: The Research Services Division.
ED 150 353
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement III to Volume 3. Measurement and Evaluation: The Research Services Division.
ED 150 354
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement V To Volume 3. Measurement and Evaluation: The Research Services Division.
ED 150 356

Crawford, George
Experience Based Career Education at Wichita East High School: A Third Party Evaluation.
ED 150 285

Crawford, M. Gene, Comp.
Trade and Industrial Education Course of Study for Carpentry.
ED 150 344

Crumrine, Myron A.
Vocational-Technical Course in Petroleum Production.
ED 150 337

Drier, Harry N.
Programs of Career Guidance, Counseling, Placement, Follow-Up and Follow-Through. A Futures Perspective. Information Series No. 107.
ED 149 176

Ewing, Patricia
Experience Based Career Education Project. Final Report.
ED 150 289

Flores, Thomas R.
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement Nos. II and III to Volume 1. The Philosophy and Implementation: A Program Overview.
ED 150 349

Foutes, William A.
Diesel Engine Mechanics.
ED 149 162

Fraser, Larry
The Vocational Educator's Guide to Competency-Based Personalized Instruction.
ED 150 279

Gilmore, Hal M.
Implementing the Metric System in Agricultural Occupations. Metric Implementation Guide.
ED 149 167

Glover, Robert W.
Placing Minority Women in Professional Jobs. R&D Monograph 55.
ED 149 135

Gold, Judy E.
Market Aspects of an Interior Design Program.
ED 149 050

Grabowski, Stanley M.
Adult and Continuing Education: The Next Ten Years. Information Series No. 114.
ED 149 183

Graf, David
Teaching Consumer Education. Delta Pi Epsilon Rapid Reader No. 2.
ED 150 328

Green, Thomas F.
Lifelong Learning and the Educational System: Expansion or Reform?
ED 149 163

Grubb, Francine S.
Games for Learning.
ED 149 148

Harms, Louis T.
Decision Model for Vocational Education. Final Report.
ED 149 159

Herr, Edwin L.
Research in Career Education: The State of the Art. Information Series No. 106.
ED 149 177

Hertz, Andrew
Graphic Communications–Preparatory Area. Book I–Typography and Modern Typesetting. Student Manual.
ED 149 146
Graphic Communications–Preparatory Area. Book I–Typography and Modern Typesetting. Teacher's Manual.
ED 149 147

Hillestad, Mildred
Research: Process and Product. Delta Pi Epsilon Service Bulletin No. 1.
ED 150 330

Hinton, Bernard L.
Personality Correlates of the Reinforcement Propensities of Leaders.
ED 150 271

Hole, F. Marvin
Assessment of Inservice Needs of Part-Time Adult Vocational Teachers in Pennsylvania. Vocational-Technical Education Research Report. Adult Vocational Education, Monograph Number 1.
ED 150 281

Hull, Marc E.
Vocational Education for the Handicapped: A Review. Information Series No. 119.
ED 149 188

Hunter, William
Experience Based Career Education Project. Final Report.
ED 150 289

Hylton, V. Wendell
Career Education: The Role of School-Related Youth Groups and Voluntary Organizations. Information Series No. 108.
ED 149 178

Jelinek, Mariann
Career Management and Women.
ED 150 272

Jenks, C. Lynn
Guide to Adoption & Implementation Decisions for the Far West Model of EBCE. A Workbook for Decision Makers.
ED 150 336
The Theoretical Basis of Experience-Based Career Education.
ED 150 338
Values & Information: An Approach to Evaluation Planning. The Far West Model. Experience-Based Career Education.
ED 150 339

Jezierski, Kathleen, Ed.
Resources in Vocational Education. Volume 10. Annual Index 1977.
ED 149 166

Kalani, Henry
Curriculum Guide for Hospitality Education. Part I. Exemplary Project.
ED 150 333
Curriculum Guide for Hospitality Education. Part II. Exemplary Project.
ED 150 287

Keith, Roger, Comp.
Trade and Industrial Education Course of Study for Sheet Metal.
ED 150 346

Kimmel, Karen S.
Career Guidance Information Needs of Rural and Small Schools. Research and Development Series No. 130.
ED 149 133

Knaak, William C.
Competency-Based Vocational Education: A Review. Information Series No. 115.
ED 149 184

Kopp, Lee
Business/Industry/Labor and Personnel Development in Vocational Education. Information Series No. 124.
ED 149 193

Kowle, Carol P.
Issues and Policy In Vocational Education. Information Series No. 121.
ED 149 190

Lave, Janice
Evaluation Report for the Occupational Exploration Program. Pilot Test 1975.
ED 150 305

Lewis, James P.
1974-76 Follow-up of the Physically Handicapped in Pennsylvania.
ED 149 165

Lumsden, D. Barry
Preretirement Education. Information Series No. 112.
ED 149 182

Mack, Rodney P.
A Career Approach to Natural Resource Management in Wildlife and Recreation. Final Report.
ED 149 124

McKinney, Floyd
Program Evaluation in Vocational Education: A Review. Information Series No. 117.
ED 149 186

McLean, Gary N.
Teaching Typewriting. Delta Pi Epsilon Rapid Reader No. 3.
ED 150 329

Melli, Marygold Shire
The Legal Status of Homemakers in Wisconsin.
ED 149 121

Miskel, Cecil
Experience Based Career Education at Wichita East High School: A Third Party Evaluation.
ED 150 285

O'Brien, Frank E.
Methods and Procedures for Job Identification and Placement Based Upon Industrial Needs. Final Report.
ED 149 048

Perryman, Bruce C.
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement Nos. II and III to Volume 1. The Philosophy and Iinplementation: A Program Overview.
ED 150 349

Peterson, John C.
Information Resources for Education. First Edition. Information Series No. 123.
ED 149 192
Metrics for Occupations. Information Series No. 118.
ED 149 187

Peterson, Marla
Sex Fairness in Career Education. Information Series No. 109.
ED 149 179

Pulver, James A., Ed.
The Role of the Consumer In Assuring Quality Health Care.
ED 150 269

Rall, Clifford L.
Methods and Procedures for Job Identification and Placement Based Upon Industrial Needs. Final Report.
ED 149 048

Resnick, Harold S.
1977 Teacher Intern Project. Final Report.
ED 150 292

Retzer, Kenneth A.
Implementing the Metric System in Business Occupations. Metric Implementation Guide.
ED 149 171
Implementing the Metric System in Industrial Occupations. Metric Implementation Guide.
ED 149 168

Rittenhouse, Carl H.
A Study of Career Education in Six School Districts.
ED 149 130
A Study of Career Education in Six School Districts. Appendix A–Procedures.
ED 149 131
A Study of Career Education in Six School Districts. Appendix B–Case Studies.
ED 149 132

Rust, Leland
The Needs Assessment of Implementing NTIS into the VTAE System. Final Report.
ED 149 125

Sabadish, John J., Comp.
Trade and Industrial Education Course of Study for Upholstery.
ED 149 149

Sandagata, Robert L.
The Implementation of the East Shore Career Education Center. Final Report.
ED 150 278

Schenck, John Phillip
Sex Fairness in Vocational Education. Information Series No. 120.
ED 149 189

Seaman, Donald F.
Adult Education Teaching Techniques. Information Series No. 110.
ED 149 180

Smith, Gary E.
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement No. I to Volume 2. Cost, Data/Records: Controller's Services Division.
ED 150 350
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement No. II to Volume 2. Cost/Data/Records: Controller's Services Division.
ED 150 351

Starkweather, Kendall N.
Toward the Future: Society/Technology/Industrial Arts.
ED 150 293

Stevenson, William W.
The Educational Amendments of 1976 and Their Implications for Vocational Education. Information Series No. 122.
ED 149 191

Strandmark, John F.
Building Experience-Based Career Education: First Year Evaluation Report, 1976-1977.
ED 150 294

Stronge, William B.
The Effect of Post Secondary Vocational Education in Assisting Students to Overcome Class and Income Inequality.
ED 149 049

Tarr, Rodney F.
1974-76 Follow-up of the Physically Handicapped in Pennsylvania.
ED 149 165

Thornton, L. J.
Carpentry Literature. Readability vs. Reading Ability.
ED 149 128

Tindall, Lloyd W.
Program Evaluation and Planning for the Vocational Education of Handicapped Students: Secondary, Post-Secondary Articulation.
ED 150 332

Toney, John W.
Evaluation of the Second-Shift Program at the Johnstown Area Vocational-Technical School. Final Report.
ED 150 277

Vetter, Louise
Sex Fairness in Career Education. Information Series No. 109.
ED 149 179

Villemez, Wayne J.
The Effect of Post Secondary Vocational Education in Assisting Students to Overcome Class and Income Inequality.
ED 149 049

Walsh, Jack
Education Service and Work: The Multi-Funded Approach.
ED 149 127

Watkins, Richard W.
Values & Information: An Approach to Evaluation Planning. The Far West Model. Experience-Based Career Education.
ED 150 339

Weber, Ernest
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement I to Volume 4. The Human Aspect: The Student Services Division.
ED 150 357

Welch, Frederick G.
Cooperative Education: A Review. Information Series No. 116.
ED 149 185

West, Leonard J.
Design and Conduct of Educational Surveys and Experiments. Delta Pi Epsilon Service Bulletin No. 2.
ED 150 331

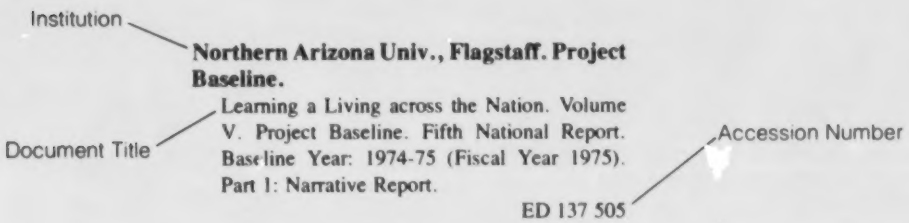
Whitney, Eugene P.
The Alpha Mu Study: A Report on the Survey of Basic Business Survival Skills.
ED 149 161

NOT FROM THIS

Institution Index

This index lists the title of documents under the institution responsible for them. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc. As shown in the example below, the Accession Number is displayed below and to the right of the title. Additional information about the document can be found under that number in the Resume Section.

The symbol / / appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.


Institution
Northern Arizona Univ., Flagstaff. Project Baseline.
Document Title
Learning a Living across the Nation. Volume V. Project Baseline. Fifth National Report. Baseline Year: 1974-75 (Fiscal Year 1975). Part 1: Narrative Report.
Accession Number
ED 137 505

American Vocational Association, Washington, D.C. Guidance Div.
Programs of Career Guidance, Counseling, Placement, Follow-Up and Follow-Through. A Futures Perspective. Information Series No. 107.
ED 149 176

Boston Univ., Mass. School of Education.
1977 Teacher Intern Project. Final Report.
ED 150 292

Bradford Area Schools, Pa.
Vocational-Technical Course in Petroleum Production.
ED 150 337

Bureau of Labor Statistics (DOL), New York, N. Y.
Occupational Training in Selected Metalworking Industries, 1974. A Report on a Survey of Selected Occupations.
ED 150 319

Center for Women Policy Studies, Washington, D.C.
The Legal Status of Homemakers in Wisconsin.
ED 149 121

Conrad Weiser Area School District, Robesonia, Pa.
A Career Approach to Natural Resource Management in Wildlife and Recreation. Final Report.
ED 149 1[illegible]

Delta Pi Epsilon, Albany, N.Y. Alpha Mu Chapter.
The Alpha Mu Study: A Report on the Survey of Basic Business Survival Skills.
ED 149 161

Delta Pi Epsilon, St. Peter, Minn.
Design and Conduct of Educational Surveys and Experiments. Delta Pi Epsilon Service Bulletin No. 2.
ED 150 331
Research: Process and Product. Delta Pi Epsilon Service Bulletin No. 1.
ED 150 330
Teaching Consumer Education. Delta Pi Epsilon Rapid Reader No. 2.
ED 150 328
Teaching General Business. Delta Pi Epsilon Rapid Reader No. 1.
ED 150 327
Teaching Typewriting. Delta Pi Epsilon Rapid Reader No. 3.
ED 150 329

Department of Health, Education, and Welfare, Washington, D.C.
Lifelong Learning and the Educational System: Expansion or Reform?
ED 149 163

East Shore Career Education Center, East Haven, Conn.
The Implementation of the East Shore Career Education Center. Final Report.
ED 150 278

Employment and Training Administration (DOL), Washington, D.C.
Occupational Training in Selected Metalworking Industries, 1974. A Report on a Survey of Selected Occupations.
ED 150 319
On-the-Job Training: CETA Program Models.
ED 149 164

Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
A Planning Charter for the Youth Employment and Demonstration Projects Act of 1977.
ED 150 321

Equal Employment Opportunity Commission, Washington, D.C.
Employment Opportunity in the Schools. Job Patterns of Minorities and Women in Public Elementary and Secondary Schools, 1975.
ED 150 322

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Career Guidance Information Needs of Rural and Small Schools. Research and Development Series No. 130.
ED 149 133
Guide to Adoption & Implementation Decisions for the Far West Model of EBCE. A Workbook for Decision Makers.
ED 150 336
The Theoretical Basis of Experience-Based Career Education.
ED 150 338
Values & Information: An Approach to Evaluation Planning. The Far West Model. Experience-Based Career Education.
ED 150 339

Florida Atlantic Univ., Boca Raton.
The Effect of Post Secondary Vocational Education in Assisting Students to Overcome Class and Income Inequality.
ED 149 049

Greenville County School District, Greenville, S.C.
Experience-Based Career Education. High School Level Demonstration Project. Interim Report. First Year (September 20, 1976 to September 20, 1977).
ED 150 283

Hawaii Univ., Honolulu. Coll. of Education.
Curriculum Guide for Hospitality Education. Part II. Exemplary Project.
ED 150 287

Hawaii Univ., Honolulu. Kapiolani Community Coll.
Curriculum Guide for Hospitality Education. Part I. Exemplary Project.
ED 150 333
Curriculum Guide for Hospitality Education. Part II. Exemplary Project.
ED 150 287

Illinois State Office of Education, Springfield. Div. of Program Planning and Development.
Consumer Education for Kindergarten through Grade 8.
ED 150 276

Illinois State Univ., Normal. Dept. of Mathematics.
Implementing the Metric System in Agricultural Occupations. Metric Implementation Guide.
ED 149 167
Implementing the Metric System in Business Occupations. Metric Implementation Guide.
ED 149 171
Implementing the Metric System in Health Occupations. Metric Implementation Guide.
ED 149 170
Implementing the Metric System in Industrial Occupations. Metric Implementation Guide.
ED 149 168
Implementing the Metric System in Personal and Public Service Occupations. Metric Implementation Guide.
ED 149 169

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
Diesel Engine Mechanics.
ED 149 162

Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
The Vocational Educator's Guide to Competency-Based Personalized Instruction.
ED 150 279

Mississippi State Univ., State College. Cooperative Extension Service.
An Evaluation of Community Organization and Leadership Development in Cooperative Extension's Community Development Program. A National Task Force Report.
ED 150 291

Montgomery Coll., Rockville, Md.
Methods and Procedures for Job Identification and Placement Based Upon Industrial Needs. Final Report.
ED 149 048

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement Four to Volume Three. Measurement and Evaluation: The Research Services Division.
ED 150 355
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement I to Volume 1. Management and Resources: The Executive Division.
ED 150 348
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement I To Volume 3. Measurement and Evaluation: The Research Services Division.
ED 150 352
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement I to Volume 5. The Human Aspect: The Student Services Division.
ED 150 357
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement II to Volume 3. Measurement and Evaluation: The Research Services Division.
ED 150 353
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement III to Volume 3. Measurement and Evaluation: The Research Services Division.
ED 150 354
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement No. I to Volume 2. Cost, Data/Records: Controller's Services Division.
ED 150 350
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement No. II to Volume 2. Cost/Data/Records: Controller's Services Division.
ED 150 351
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement Nos. II and III to Volume 1. The Philosophy and Implementation: A Program Overview.
ED 150 349
Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement V To Volume 3. Measurement and Evaluation: The Research Services Division.
ED 150 356
Mountain-Plains Handbook: The Design and Operation of a Residential, Family Oriented Career Education Model.
ED 150 347

National Advisory Council on Vocational Education, Washington, D.C.
National Advisory Council on Vocational Education. 1976 Annual Report.
ED 149 145
Overview: 1976 Reports of the State Advisory Councils on Vocational Education.
ED 149 057
Resource Book for State Advisory Councils on Vocational Education.
ED 149 058
The Response of Vocational Education to the National Energy Crisis. A Special Report.
ED 149 144

National Center for Productivity and Quality of Working Life, Washington, D.C.
Productivity and Job Security: Attrition–Benefits and Problems.
ED 149 142

National Highway Traffic Safety Administration (DOT), Washington, D. C.
Basic Training Course/Emergency Medical Technician (Second Edition). Course Guide.
ED 150 326
Basic Training Course/Emergency Medical Technician (Second Edition). Instructor's Lesson Plan.
ED 150 323
Basic Training Course/Emergency Medical Technician. (1977 Edition). Student Study Guide.
ED 150 325
Training Program for Emergency Medical Technician: Dispatcher. 1–Course Guide.
ED 150 302
Training Program for Emergency Medical Technician: Dispatcher. 2–Instructor Lesson Plans.
ED 150 303
Training Program for Emergency Medical Technician: Dispatcher. 3–Student Study Guide.
ED 150 304

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Job Cluster for Manufacturing Occupations at the High School Level. Final Report.
ED 149 134

New Mexico Regional Medical Program, Albuquerque.
The Role of the Consumer In Assuring Quality Health Care.
ED 150 269

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Career Guidance Information Needs of Rural and Small Schools. Research and Development Series No. 130.
ED 149 133

New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.
Handbook for Teachers of Adult Occupational Education.
ED 149 160

New York State Education Dept., Albany. Bureau of Occupational Education Curriculum Development.
Syllabus in Trade Electricity-Electronics. Section II. Trade Electricity.
ED 150 342

North Dakota State Board for Vocational Education, Bismarck.
Career Education: Planning, Learning, Understanding, Succeeding (CE+). Interim Report.
ED 150 290

North Dakota Univ., Grand Forks. Dept. of Industrial Technology.
Industrial Arts Curriculum Guide–Level I for North Dakota Secondary Schools Using the Cluster Technologies Approach. Final Report. Research Series No. 55.
ED 150 298

Northwest Regional Educational Lab., Portland, Oreg.
Community Resource Coordinator's Guide. Washington State Community Resource System for Career Education.
ED 150 299
Special Materials. Washington State Community Resource System for Career Education.
ED 150 301
Teacher's Guide. Washington State Community Resource System for Career Education.
ED 150 300

Ohio State Dept. of Education, Columbus. Home Economics Section.

Dual Role: Consumer and Homemaking for the Occupation of Homemaker. Vocational Home Economics Curriculum Guide for Ohio.
ED 150 286

Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.

Adult and Continuing Education: The Next Ten Years. Information Series No. 114.
ED 149 183

Adult Education Teaching Techniques. Information Series No. 110.
ED 149 180

Business/Industry/Labor and Personnel Development in Vocational Education. Information Series No. 124.
ED 149 193

Career Education: The Role of School-Related Youth Groups and Voluntary Organizations. Information Series No. 108.
ED 149 178

Competency-Based Vocational Education: A Review. Information Series No. 115.
ED 149 184

Cooperative Education: A Review. Information Series No. 116.
ED 149 185

The Educational Amendments of 1976 and Their Implications for Vocational Education. Information Series No. 122.
ED 149 191

Industry/Education Cooperation for Adult Continuing Education. Information Series No. 111.
ED 149 181

Information Resources for Education. First Edition. Information Series No. 123.
ED 149 192

Issues and Policy In Vocational Education. Information Series No. 121.
ED 149 190

Metrics for Occupations. Information Series No. 118.
ED 149 187

Preretirement Education. Information Series No. 112.
ED 149 182

Program Evaluation in Vocational Education: A Review. Information Series No. 117.
ED 149 186

Programs of Career Guidance, Counseling, Placement, Follow-Up and Follow-Through. A Futures Perspective. Information Series No. 107.
ED 149 176

Research in Career Education: The State of the Art. Information Series No. 106.
ED 149 177

Sex Fairness in Career Education. Information Series No. 109.
ED 149 179

Sex Fairness in Vocational Education. Information Series No. 120.
ED 149 189

Vocational Education for the Handicapped: A Review. Information Series No. 119.
ED 149 188

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Career Guidance Information Needs of Rural and Small Schools. Research and Development Series No. 130.
ED 149 133

Evaluation Report for the Occupational Exploration Program. Pilot Test 1975.
ED 150 305

Professional Teacher Education Module Series. Arrange for Improvement of Your Vocational Facilities, Module E-3 of Category E-Instructional Management.
ED 149 102

Professional Teacher Education Module Series. Assess Student Performance: Attitudes, Module D-3 of Category D-Instructional Evaluation.
ED 149 096

Professional Teacher Education Module Series. Assess Student Performance: Knowledge, Module D-2 of Category D-Instructional Evaluation.
ED 149 095

Professional Teacher Education Module Series. Assess Student Performance: Skills, Module D-4 of Category D-Instructional Evaluation.
ED 149 097

Professional Teacher Education Module Series. Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities, Module H-4 of Category H-Student Vocational Organization.
ED 149 117

Professional Teacher Education Module Series. Assist Students in Applying for Employment or Further Education, Module F-5 of Category F-Guidance.
ED 149 113

Professional Teacher Education Module Series. Assist Students in Developing Self-Discipline, Module E-7 of Category E-Instructional Management.
ED 149 106

Professional Teacher Education Module Series. Conduct a Student Follow-Up Study, Module A-10 of Category A-Program Planning, Development, and Evaluation.
ED 149 174

Professional Teacher Education Module Series. Conduct an Occupational Analysis, Module A-7 of Category A-Program Planning, Development, and Evaluation.
ED 149 157

Professional Teacher Education Module Series. Conduct Group Discussions, Panel Discussions, and Symposiums, Module C-2 of Cateogry C-Instructional Execution.
ED 149 066

Professional Teacher Education Module Series. Demonstrate a Concept or Principle, Module C-17 of Category C-Instructional Execution.
ED 149 081

Professional Teacher Education Module Series. Demonstrate a Manipulative Skill, Module C-16 of Category C-Instructional Execution.
ED 149 080

Professional Teacher Education Module Series. Determine Needs and Interests of Students, Module B-1 of Category B-Instructional Planning.
ED 149 059

Professional Teacher Education Module Series. Determine Student Grades, Module D-5 of Category D-Instructional Evaluation.
ED 149 098

Professional Teacher Education Module Series. Develop a Course of Study, Module A-8 of Category A-Program Planning, Development, and Evaluation.
ED 149 158

Professional Teacher Education Module Series. Develop a Lesson Plan, Module B-4 of Category B-Instructional Planning.
ED 149 062

Professional Teacher Education Module Series. Develop a Personal Philosophy Concerning Student Vocational Organizations, Module H-1 of Category H-Student Vocational Organization.
ED 149 114

Professional Teacher Education Module Series. Develop a Unit of Instruction, Module B-3 of Category B-Instructional Planning.
ED 149 061

Professional Teacher Education Module Series. Develop Long-Range Program Plans, Module A-9 of Category A-Program Planning, Development, and Evaluation.
ED 149 173

Professional Teacher Education Module Series. Develop Program Goals and Objectives, Module A-6 of Category A-Program Planning, Development, and Evaluation.
ED 149 156

Professional Teacher Education Module Series. Develop Student Performance Objectives, Module B-2 of Category B-Instructional Planning.
ED 149 060

Professional Teacher Education Module Series. Direct Field Trips, Module C-1 of Category C-Instructional Execution.
ED 149 065

Professional Teacher Education Module Series. Direct Student Laboratory Experience, Module C-7 of Category C-Instructional Execution.
ED 149 071

Professional Teacher Education Module Series. Direct Students in Applying Problem-Solving Techniques, Module C-8 of Category C-Instructional Execution.
ED 149 072

Professional Teacher Education Module Series. Direct Students in Instructing Other Students, Module C-4 of Category C-Instructional Execution.
ED 149 068

Professional Teacher Education Module Series. Employ Brainstorming, Buzz Group, and Question Box Techniques, Module C-3 of Category C-Instructional Execution.
ED 149 067

Professional Teacher Education Module Series. Employ Oral Questioning Techniques, Module C-12 of Category C-Instructional Execution.
ED 149 076

Professional Teacher Education Module Series. Employ Programmed Instruction, Module C-28 of Category C-Instructional Execution.
ED 149 092

Professional Teacher Education Module Series. Employ Reinforcement Techniques, Module C-13 of Category C-Instructional Execution.
ED 149 077

Professional Teacher Education Module Series. Employ Simulation Techniques, Module C-5 of Category C-Instructional Execution.
ED 149 069

Professional Teacher Education Module Series. Employ the Project Method, Module C-9 of Category C-Instructional Execution.
ED 149 073

Professional Teacher Education Module Series. Employ the Team Teaching Approach, Module C-19 of Category C-Instructional Execution.
ED 149 083

Professional Teacher Education Module Series. Establish a Student Vocational Organization, Module H-2 of Category H-Student Vocational Organization.
ED 149 115

Professional Teacher Education Module Series. Establish Student Performance Criteria, Module D-1 of Category D-Instructional Evaluation.
ED 149 094

Professional Teacher Education Module Series. Evaluate Your Instructional Effectiveness, Module D-6 of Category D-Instructional Evaluation.
ED 149 099

Professional Teacher Education Module Series. Evaluate Your Vocational Program, Module A-11 of Category A-Program Planning, Development, and Evaluation.

ED 149 175
Professional Teacher Education Module Series. Gather Student Data Through Personal Contacts, Module F-2 of Category F-Guidance.

ED 149 110
Professional Teacher Education Module Series. Gather Student Data Using Formal Data-Collection Techniques, Module F-1 of Category F-Guidance.

ED 149 109
Professional Teacher Education Module Series. Guide Participation in Student Vocational Organization Contests, Module H-6 of Category H-Student Vocational Organization.

ED 149 119
Professional Teacher Education Module Series. Guide Student Study, Module C-6 of Category C-Instructional Execution.

ED 149 070
Professional Teacher Education Module Series. Individualize Instruction, Module C-18 of Category C-Instructional Execution.

ED 149 082
Professional Teacher Education Module Series. Introduce a Lesson, Module C-10 of Category C-Instructional Execution.

ED 149 074
Professional Teacher Education Module Series. Maintain a Filing System, Module E-4 of Category E-Instructional Management.

ED 149 103
Professional Teacher Education Module Series. Maintain an Occupational Advisory Committee, Module A-5 of Category A-Program Planning, Development, and Evaluation.

ED 149 155
Professional Teacher Education Module Series. Manage the Vocational Laboratory, Module E-9 of Category E-Instructional Management.

ED 149 108
Professional Teacher Education Module Series. Manage Your Budgeting and Reporting Responsibilities, Module E-2 of Category E-Instructional Management.

ED 149 101
Professional Teacher Education Module Series. Organize an Occupational Advisory Committee, Module A-4 of Category A-Program Planning, Development, and Evaluation.

ED 149 154
Professional Teacher Education Module Series. Organize the Vocational Laboratory, Module E-8 of Category E-Instructional Management.

ED 149 107
Professional Teacher Education Module Series. Prepare Bulletin Boards and Exhibits, Module C-21 of Category C-Instructional Execution.

ED 149 085
Professional Teacher Education Module Series. Prepare for a Community Survey, Module A-1 of Category A-Program Planning, Development, and Evaluation.

ED 149 151
Professional Teacher Education Module Series. Prepare Student Vocational Organization Members for Leadership Roles, Module H-3 of Category H-Student Vocational Organization.

ED 149 116
Professional Teacher Education Module Series. Prepare Teacher-Made Instructional Materials, Module B-6 of Category B-Instructional Planning.

ED 149 064
Professional Teacher Education Module Series. Present an Illustrated Talk, Module C-15 of Category C-Instructional Execution.

ED 149 079
Professional Teacher Education Module Series. Present Information with Audio Recordings, Module C-26 of Category C-Instructional Execution.

ED 149 090
Professional Teacher Education Module Series. Present Information with Films, Module C-25 of Category C-Instructional Execution.

ED 149 089
Professional Teacher Education Module Series. Present Information with Filmstrips and Slides, Module C-24 of Category C-Instructional Execution.

ED 149 088
Professional Teacher Education Module Series. Present Information with Models, Real Objects, and Flannel Boards, Module C-22 of Category C-Instructional Execution.

ED 149 086
Professional Teacher Education Module Series. Present Information with Overhead and Opaque Materials, Module C-23 of Category C-Instructional Execution.

ED 149 087
Professional Teacher Education Module Series. Present Information with Televised and Videotaped Materials, Module C-27 of Category C-Instructional Execution.

ED 149 091
Professional Teacher Education Module Series. Present Information with the Chalkboard and Flip Chart, Module C-29 of Category C-Instructional Execution.

ED 149 093
Professional Teacher Education Module Series. Project Instructional Resource Needs, Module E-1 of Category E-Instructional Management.

ED 149 100
Professional Teacher Education Module Series. Provide for Student Safety, Module E-5 of Category E-Instructional Management.

ED 149 104
Professional Teacher Education Module Series. Provide for the First Aid Needs of Students, Module E-6 of Category E-Instructional Management.

ED 149 105
Professional Teacher Education Module Series. Provide Information on Educational and Career Opportunities, Module F-4 of Category F-Guidance.

ED 149 112
Professional Teacher Education Module Series. Provide Instruction for Slower and More Capable Learners, Module C-14 of Category C-Instructional Execution.

ED 149 078
Professional Teacher Education Module Series. Report the Findings of a Community Survey, Module A-3 of Category A-Program Planning, Development, and Evaluation.

ED 149 153
Professional Teacher Education Module Series. Resource Person Guide...to Using Performance-Based Teacher Education Materials.

ED 149 172
Professional Teacher Education Module Series. Select Student Instructional Materials, Module B-5 of Category B-Instructional Planning.

ED 149 063
Professional Teacher Education Module Series. Student Guide...to Using Performance-Based Teacher Education Materials.

ED 149 120
Professional Teacher Education Module Series. Summarize a Lesson, Module C-11 of Category C-Instructional Execution.

ED 149 075
Professional Teacher Education Module Series. Supervise Activities of the Student Vocational Organization, Module H-5 of Category H-Student Vocational Organization.

ED 149 118
Professional Teacher Education Module Series. Use Subject Matter Experts to Present Information, Module C-20 of Category C-Instructional Execution.

ED 149 084
Professional Teacher Education Modules Series. Conduct a Community Survey, Module A-2 of Category A-Program Planning, Development, and Evaluation.

ED 149 152
Professional Teacher Education Modules Series. Use Conferences To Help Meet Student Needs, Module F-3 of Category F-Guidance.

ED 149 111
Resources in Vocational Education. Volume 10. Annual Index 1977.

ED 149 166

Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.
The E.P.D.A. Instructional System Design Training Project. Final Report.

ED 150 280

Olympus Research Centers, San Francisco, Calif.
Education Service and Work: The Multi-Funded Approach.

ED 149 127

Pennsylvania State Univ., University Park. Coll. of Education.
Trade and Industrial Education Course of Study for Automotive Body and Fender.

ED 149 150
Trade and Industrial Education Course of Study for Carpentry.

ED 150 344
Trade and Industrial Education Course of Study for Painting and Decorating.

ED 150 345
Trade and Industrial Education Course of Study for Sheet Metal.

ED 150 346
Trade and Industrial Education Course of Study for Upholstery.

ED 149 149

Pennsylvania State Univ., University Park. Dept. of Vocational Education.
Assessment of Inservice Needs of Part-Time Adult Vocational Teachers in Pennsylvania. Vocational-Technical Education Research Report. Adult Vocational Education, Monograph Number 1.

ED 150 281

Pennsylvania State Univ., University Park. Inst. for Research on Human Resources.
1974-76 Follow-up of the Physically Handicapped in Pennsylvania.

ED 149 165

Pittsburgh Univ., Pa. School of Education.
Evaluation of the Second-Shift Program at the Johnstown Area Vocational-Technical School. Final Report.

ED 150 277

Portland Public Schools, Oreg.
Design and Field Testing of a Systematic Procedure for Evaluating Vocational Programs. Final Report.

ED 150 296

Raytheon Data Systems Co., Norwood, Mass.
1977 Teacher Intern Project. Final Report.

ED 150 292

Research for Better Schools, Inc., Philadelphia, Pa.
Building Experience-Based Career Education: First Year Evaluation Report, 1976-1977.

ED 150 294

ExCEL, Exploring Careers Through Experiential Learning: Year One Evaluation Report.
ED 150 295

Rhode Island State Dept. of Education, Providence. Div. of Vocational-Technical Education.
Experienced Based Career Education. Final Report. September 17, 1977 to October 15, 1977.
ED 150 288

Rhode Island Univ., Kingston. Curriculum Research and Development Center.
Experience Based Career Education Project. Final Report.
ED 150 289

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Games for Learning.
ED 149 148
Graphic Communications–Preparatory Area. Book 1–Typography and Modern Typesetting. Student Manual.
ED 149 146
Graphic Communications–Preparatory Area. Book 1–Typography and Modern Typesetting. Teacher's Manual.
ED 149 147

South Carolina State Dept. of Education, Columbia. Home Economics Education Section.
Facilities and Equipment for Home Economics Education: Consumer and Homemaking, Occupational Home Economics.
ED 149 141

South Carolina Vocational Education Research Coordinating Unit, Clemson.
Vocational Research Coordinating Unit. A Handbook of Services.
ED 150 324

Southwest Wisconsin Vocational-Technical Inst., Fennimore.
Determining Performance Levels of Competencies for Job Entry Required of Beginning Farm Operators. Final Report.
ED 149 052

Stanford Research Inst., Menlo Park, Calif.
A Study of Career Education in Six School Districts.
ED 149 130
A Study of Career Education in Six School Districts. Appendix A–Procedures.
ED 149 131
A Study of Career Education in Six School Districts. Appendix B–Case Studies.
ED 149 132

State Univ. of New York. Coll. at Utica/Rome. Dept. of Vocational-Technical Education.
Carpentry Literature. Readability vs. Reading Ability.
ED 149 128

Temple Univ., Philadelphia, Pa.
Decision Model for Vocational Education. Final Report.
ED 149 159

Texas Univ., Austin. Center for the Study of Human Resources.
Placing Minority Women in Professional Jobs. R&D Monograph 55.
ED 149 135

Tidewater Community Coll., Portsmouth, Va. Virginia Beach Campus.
Cooperative Education Handbook.
ED 150 282

Venango County Area Vocational-Technical School, Oil City, Pa.
1974-76 Follow-up of the Physically Handicapped in Pennsylvania.
ED 149 165

West Virginia State Vocational Curriculum Lab., Cedar Lakes.
Upgrading Mine Electricians in the Use of Solid State Electrical Controls. Student Curriculum.
ED 150 335
Upgrading Mine Electricians in the Use of Solid State Electrical Controls. Teacher Guide.
ED 150 334

Wichita Public Schools, Kans.
Experience Based Career Education at Wichita East High School: A Third Party Evaluation.
ED 150 285

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
The Needs Assessment of Implementing NTIS into the VTAS System. Final Report.
ED 149 125

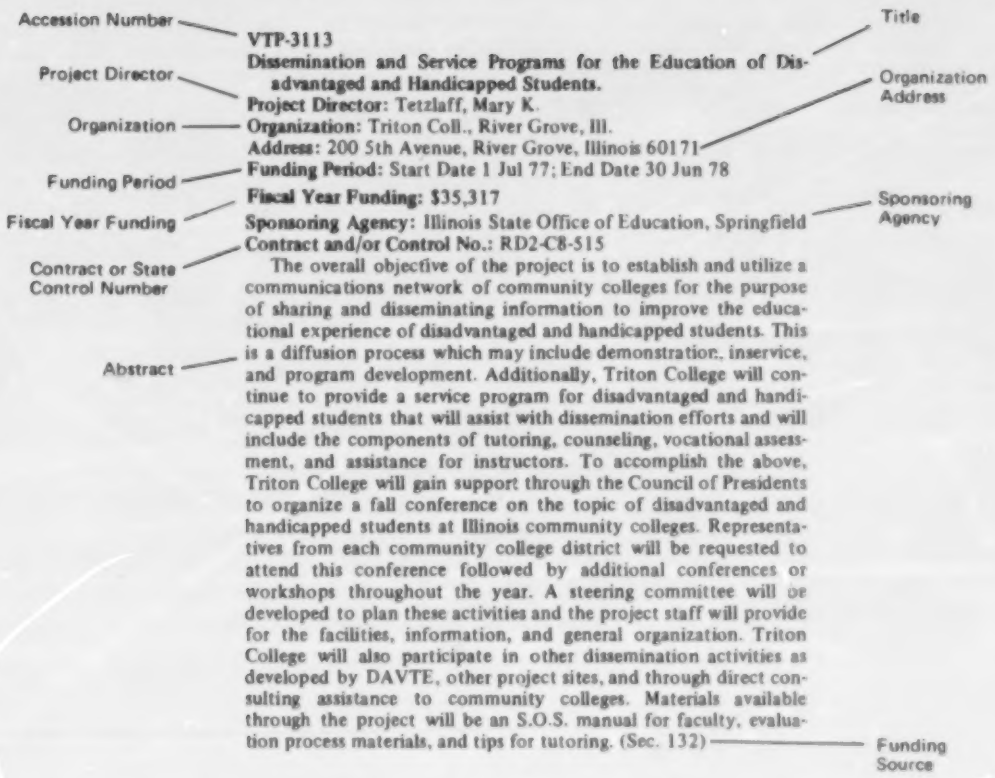
Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
Program Evaluation and Planning for the Vocational Education of Handicapped Students: Secondary, Post-Secondary Articulation.
ED 150 332

Women on Words and Images, Princeton, N. J.
Guidelines to Ensure Sex Fairness in Education Division Communications and Products.
ED 150 343

Wyoming State Dept. of Education, Cheyenne.
Planning for Change through Career Education. Interim Report.
ED 149 129

Wyoming Univ., Laramie. Coll. of Education.
Planning for Change through Career Education. Interim Report.
ED 149 129

SAMPLE PROJECT RESUME


Accession Number
VTP-3113
Title
Dissemination and Service Programs for the Education of Disadvantaged and Handicapped Students.
Project Director
Project Director: Tetzlaff, Mary K.
Organization
Organization: Triton Coll., River Grove, Ill.
Organization Address
Address: 200 5th Avenue, River Grove, Illinois 60171
Funding Period
Funding Period: Start Date 1 Jul 77; End Date 30 Jun 78
Fiscal Year Funding
Fiscal Year Funding: $35,317
Sponsoring Agency
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract or State Control Number
Contract and/or Control No.: RD2-C8-515
Abstract
The overall objective of the project is to establish and utilize a communications network of community colleges for the purpose of sharing and disseminating information to improve the educational experience of disadvantaged and handicapped students. This is a diffusion process which may include demonstration, inservice, and program development. Additionally, Triton College will continue to provide a service program for disadvantaged and handicapped students that will assist with dissemination efforts and will include the components of tutoring, counseling, vocational assessment, and assistance for instructors. To accomplish the above, Triton College will gain support through the Council of Presidents to organize a fall conference on the topic of disadvantaged and handicapped students at Illinois community colleges. Representatives from each community college district will be requested to attend this conference followed by additional conferences or workshops throughout the year. A steering committee will be developed to plan these activities and the project staff will provide for the facilities, information, and general organization. Triton College will also participate in other dissemination activities as developed by DAVTE, other project sites, and through direct consulting assistance to community colleges. Materials available through the project will be an S.O.S. manual for faculty, evaluation process materials, and tips for tutoring. (Sec. 132)
Funding Source

PROJECTS IN PROGRESS

State-Administered Projects

Resumes

The resumes in this section announce ongoing research, exemplary, and curriculum development projects funded under Sections 131, 132, and 133 of the Vocational Education Act of 1963 as revised by the Education Amendments of 1976 (PL 94–482).

The projects are arranged alphabetically, first by state and then by title within each state.

Complete names and addresses are provided for individuals or organizations conducting the project. Addresses of Research Coordinating Units (sponsoring agencies) for each state are listed in the organizational resources section.

VTP-3404

Developing a Multi-Exit Training Program for Special Needs Students.
Project Director: Stripling, Max E.
Organization: LaDow Area Vocational Center, Carrollton, Ala.
Address: Carrollton, AL
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Alabama State Dept. of Education, Montgomery

This project will develop a model program for a multi-exit, performance-based instruction (PBI) program which will meet the special needs of disadvantaged and handicapped students and serve as a reference point for other teachers in developing a PBI program for special needs students in their own areas. To this end, (1) preservice workshops on mainstreaming and planning special needs programs will be held to foster awareness among all vocational faculty of the uniqueness of special needs students and to develop instructors' ability to develop security, understanding, and skill in their work with these students; (2) the small motors instructor will develop a sequenced, task-oriented, multi-exit instructional program for special needs students using PBI materials; and (3) a plan for testing the validity of the PBI program for special needs students will be developed by assessing participant employability and job success. The project hopes to improve the placement of terminal special needs students by twenty-five to fifty percent. Consultants will assist the small motors instructor and orient other staff. Special equipment will be purchased and used. (Sec. 132)

VTP-3405

Dissemination of Occupational Information.
Project Director: Wilson, Linda C.
Organization: Enterprise State Junior Coll., Ala.
Address: Enterprise, AL
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Alabama State Dept. of Education, Montgomery

A transferable model will be developed in this project to provide high school students in the Enterprise State Junior College area with accurate, up-to-date, and sex-bias-free occupational information. Project objectives include (1) designing and implementing programs for dissemination of occupational information based on the needs of each high school and through which students will become familiar with or develop skills relative to choosing a job, evaluating job market data, and assessing their interests, aptitudes, job hunting skills, and the job requirements for various occupations; (2) reviewing sources of occupational information used in the project for sex bias and taking corrective action to eliminate it; and (3) publishing an operations manual describing processes, materials, and outcome of the project and disseminating it to other junior colleges in the state. Orientation will be provided to participating principals, counselors, and class sponsors. (Sec. 132)

VTP-3406

Effective Vocational Training Procedures for EMR Students.
Project Director: Carter, Robert
Organization: Jefferson County Board of Education, Birmingham, Ala.
Address: Birmingham, AL
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Alabama State Dept. of Education, Montgomery

Effective vocational training procedures for EMR students will be developed in this project. A standardized pre/posttest instrument will be used to measure vocational teachers' development of positive attitudes toward acceptance of EMR students. Special education teachers and vocational teachers will work together in a two-and-a-half-week summer workshop to develop vocational curriculum materials for EMR students, including activities for assessing students' potential for successful vocational experiences. Procedures and materials developed will be made available to all vocational teachers in the Jefferson County school system. (Sec. 132)

VTP-3407

Informational Statistics.
Project Director: Palmer, Earnest L.
Organization: Green County Board of Education, Eutaw, Ala.
Address: Eutaw, AL
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Alabama State Dept. of Education, Montgomery

A one-week pre-school workshop will be held to develop a series of instructional modules to infuse vocational information into the ongoing curricula in two high schools. A series of six inservice sessions will be conducted during the school year, and vocational clubs or other interest groups will be established for participating students. All juniors and seniors will spend at least one day in a work experience setting of their choice. (Sec. 132)

VTP-3408

Vocational Education Handicapped Awareness Program
Project Director: Kincaid, Bernard
Organization: Alabama Univ., Birmingham
Address: Birmingham, AL 35294
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Alabama State Dept. of Education, Montgomery

Three regional two-day workshops will be conducted to orient a cadre of counselors and teachers from each of Alabama's technical institutes and colleges to various disabilities and their related psychological, sociological, functional, and vocational implications. The participants will be provided with materials to disseminate to other counselors and teachers at their respective institutions through inservice training programs. The project is intended to improve the communication between counselors and teachers in Alabama's technical institutes and colleges and vocational rehabilitation counselors. (Sec. 132)

VTP-3409

Vocational Evaluation and Exploration for Eighth and Ninth Grade Educable Mentally Retarded Students.
Project Director: Martin, George A.
Organization: Phenix City Board of Education, Ala.
Address: Phenix City, AL
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Alabama State Dept. of Education, Montgomery

This project will analyze the vocational interests and aptitudes of eighth and ninth grade EMR students so that appropriate vocational counseling and assistance in program selection can be provided to them when they enter the tenth grade. This objective will be accomplished by (1) requiring all EMR students in grades eight and nine to complete vocational evaluations, complete a minimum of four exploratory courses, perform hands-on activities related to the exploratory courses, and develop projects related to occupational clusters; (2) requiring teachers to maintain an evaluation file for each student; and (3) designing activities and resources to promote the dissolution of sex-role stereotyping such as having students develop bulletin boards depicting workers in nontraditional sex roles. The project will utilize career education materials. (Sec. 132)

VTP-3410

Vocational Technical Articulation Project.
Project Director: Payne, Charles L.
Organization: Bessemer State Technical Coll., Ala.
Address: Bessemer, AL
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Alabama State Dept. of Education, Montgomery

Utilizing secondary and postsecondary personnel at the local, state, and regional levels, this project will develop a vertical articulation model to fit the Alabama system of vocational-technical training. In addition to the model, the project will (1) develop curriculum for seven secondary and postsecondary programs to minimize duplication of courses, (2) establish a coordinating counseling program relating to articulation, (3) establish a student appraisal system based upon competency levels of acquired skills using the V-TECS tasks, and (4) establish a direct communication between secondary and postsecondary institutions for faculty members, counselors, and administrators in order to improve handling the problems of students who desire to continue their vocational training at the postsecondary level. Joint committees will be established among educational institutions and employer advisers, and a plan of recruitment at all levels established and coordinated. (Sec. 132)

VTP-3411

Adopting Existing Group-Structured Curriculum at Augusta Area Technical School to a Performance-Based Curriculum Geared to the V-TECS Catalogs.
Project Director: Powell, Raymond C.
Organization: Augusta Area Technical School, Ga.
Address: Augusta, GA 30906
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $24,000
Sponsoring Agency: Georgia State Dept. of Education, Atlanta
Contract and/or Control No.: C 028

A model for adapting existing group-structured curriculum to performance-based curriculum will be refined, and approximately fifteen percent of the program offered at Augusta Area Technical School will be revised, updated, and converted to a performance-based instructional delivery system based on the V-TECS catalogs. A project steering committee will be appointed within the school, and three pilot programs will be selected for implementing a multimedia, self-paced instructional system. Materials for the three pilot programs will be acquired, developed, and revised that will eliminate sex bias and can be used with disadvantaged and handicapped students. A model management system will be developed and implemented for self-paced, performance-based instruction. (Sec. 131)

VTP-3412

The Third Year of a Project to Develop a Model Comprehensive High School with an Emphasis on Community-Based Vocational Education Programs.
Project Director: Roach, Bill
Organization: Glynn County Schools, Brunswick, Ga.
Address: Brunswick, GA 31520
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $57,636
Sponsoring Agency: Georgia State Dept. of Education, Atlanta
Contract and/or Control No.: C 027

An alternative to the Georgia comprehensive high school will be provided and schools which cannot expand their facilities will be enabled to offer vocational programs as a result of this project. Objectives are to provide (1) an opportunity for juniors and seniors to gain entry-level job skills under the guidance of a worker in community experience sites in lieu of school-based laboratory shop experiences; (2) assessment services which indicate a student's abilities, attitudes, and interests; (3) instruction in job-related vocational skills and attitudes by specialists in the fields of public services, law/justice, communications/media, and business/management; and (4) academic learning activities coordinated with the student's needs as required on the job site. An operational procedure manual and complete learning packages in each of the four clusters will be developed. (Sec. 131)

VTP-3413

Forestry/Ranching.
Project Director: Shereck, James E.
Organization: Salmon School District 291, Idaho
Address: P.O. Box 790, Salmon, ID 83467
Funding Period: Start Date 1 Aug 78; End Date 30 Jun 79
Fiscal Year Funding: $38,777
Sponsoring Agency: Idaho State Dept. of Education, Boise
Contract and/or Control No.: E-32-79

This agricultural program will provide Idaho secondary students with instruction in such areas as forestry management, conservation, and fire control, and lumber grading and the lumber industry in general; and the ranching industry. Students will receive classroom instruction in land survey, aerial photographs, types of vegetation for different soils, fertilizers and herbicides, principles of nutrition and feeds and feeding, and mechanical skills needed in the forestry and ranching industry. Students will receive classroom instruction and observe actual forestry and ranching operations. The program, closely supervised by the local administration and the state department of vocational education, will produce a written course of study that can be used by other Idaho schools which have a similar type of land. (Sec. 132)

VTP-3414

Nutrition for Disadvantaged.
Project Director: Wesche, Marjorie
Organization: Nampa Senior High School, Idaho
Address: Nampa, ID 83651
Funding Period: Start Date 15 Aug 76; End Date 30 Jun 79
Fiscal Year Funding: $10,000
Sponsoring Agency: Idaho State Dept. of Education, Boise
Contract and/or Control No.: E-26

A booklet of nutrition units identifying concepts, objectives, activities, and resources, as well as pre- and posttests and other materials useful to high school homemaking teachers wishing to use peer teaching techniques in their nutrition instruction, will result from this project. Both senior high and elementary students will be involved in the project. Senior high homemaking students will study teaching methods, nutrition, and job opportunities, and will teach elementary school pupils under direction of the project coordinator. Students are expected to benefit by gaining an understanding of ethnic meal patterns, growing socially, increasing their vocabulary, developing better eating habits, understanding the use of food, obtaining information on nutrition and nutrition-related jobs, and learning about food handling and its relationship to the preservation of nutrients. The project will provide a transferrable model for other secondary schools in Idaho. (Sec. 132)

VTP-3415

Satellite Operating Room Technology.
Organization: Boise State Univ., Idaho
Address: Boise, ID
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $2,473
Sponsoring Agency: Idaho State Dept. of Education, Boise
Contract and/or Control No.: E-31

In order to provide well-informed, competent instructors to better train operating room technicians in small hospitals, this project will provide for the teaching of sixty units or contracts including orientation to operating room technology, human anatomy and physiology, sterilization and disinfection, care of the patient in surgery, principles of operating room technology, surgical procedures, and coordinated hospital activities. Students from areas around Boise will spend eight weeks at Boise State University (BSU) learning the theory of operating room technology. Students will then return to their areas for clinical experience and to continue their study of theory. BSU instructors will serve as resource persons and contact students by mail, by telephone, and in person to help them complete the remaining theory and clinical requirements. This program will enable six students who cannot afford to spend an entire year studying in Boise to enroll and graduate with entry-level skills, and will provide a model for developing similar programs in other locations in Idaho. (Sec. 132)

VTP-3416

Therapy Technician Assistant.
Organization: Eastern Idaho Vocational-Technical School, Idaho Falls
Address: Idaho Falls, ID
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $16,400
Sponsoring Agency: Idaho State Dept. of Education, Boise
Contract and/or Control No.: E-29

The fourteen graduates of the program proposed in this project will be able to successfully enter the job market at the entry level as therapy technician assistants. Students will be trained in motivating mentally ill and emotionally disturbed patients to develop self-help, self-care, and social skills. Students will learn to observe and record significant human behavior, provide basic physical care, develop interpersonal relationships with patients, and reinforce appropriate behavior. In addition to classroom theory, clinical experience will expose students to all units at the State Hospital South of Blackfoot, the Good Samaritan Nursing Home, the Child Development Center, the Developmental Workshop, the Alcohol Rehabilitation Association, and the Youth Service Center in St. Anthony. (Sec. 132)

VTP-3417

Competency Based Curriculum for Agricultural Occupations Phase II.
Project Director: Legacy, James
Organization: Southern Illinois Univ., Carbondale
Address: Carbondale, IL 62901
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $42,795
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD3-B9-102

Project objectives are to (1) develop and field test instructional resources in the job title area of retail florist, (2) complete a job title matrix for agricultural occupations programs, (3) devise a five-year plan for developing competency-based vocational education in the agricultural occupations area, and (4) document the curriculum development procedures used to develop the plan and matrix. An advisory committee will be formed to prepare and conduct the job title survey, review the curriculum, and prepare the five-year plan. The matrix, curriculum, and plan will be disseminated to teachers. (Sec. 133)

VTP-3418

Comprehensive Information Program and Services for Vocational Education.
Project Director: Stromberg, Elden D.
Organization: ComUnigraph Inc., Springfield, Ill.
Address: 530 S. Grand West, Springfield, IL 62740
Funding Period: Start Date 5 Oct 78; End Date 30 Jun 79
Fiscal Year Funding: $73,440
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD1-B9-204

This public information project is intended to provide a coordinated delivery system to enhance and improve the state-wide image of vocational education. Specific project objectives are to (1) design, prepare, and produce a graphics standards handbook for the management of printed media by IOC/DAVTE which will contain guidelines for brochures, newsletters, reports and instructional products, journals, and other printed media; (2) develop, implement, and evaluate a state-wide public information program for vocational education which will include a users' handbook and public services announcements for vocational education; and (3) provide graphics and reproduction services (including consultation, concept development, planning, layout, design, writing, preparation of mock-ups, comprehensive drawings, specification of typography and printing, camera-ready finished art, mechanicals, keyline, color indicators, presentation materials, coordination or printing production, and printing and fabrication), to IOE/DAVTE for the development of vocational program materials. These objectives will be accomplished by reviewing existing IOE/DAVTE policies and procedures that relate to printed materials and media, conducting a literature review and summarizing findings into a basis for the information program, and coordinating the project's scope of work with IOE/DAVTE personnel. (Sec. 131)

VTP-3419

Consortium of Vocational Educators and Employers: 1978-1979.
Project Director: Davis, Rose Anne
Organization: Educational Service Region of Madison County, Edwardsville, Ill.
Address: 201 Hillsboro, Box 600, Edwardsville, IL 62025
Funding Period: Start Date 15 Sep 78; End Date 30 Jun 79
Fiscal Year Funding: $39,746
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD2-B9-197

To demonstrate the value of involving business, industry, labor, and others in the training and retraining of teachers and students for the world of work, this consortium will (1) develop staff and the organizational capacity necessary to implement COVEE's 1978-1979 activities; (2) fulfill IOE and DAVTE reporting requirements for funding; (3) holding an annual COVEE membership meeting; (4) maintain liaison with other work-education councils; (5) maintain Board of Directors' functions; (6) increase cooperation and improve communications between training providers; (7) establish an inservice training program to provide training to at least 150 area counselors, teachers, and administrators to allow them to better prepare students for the world of work; (8) develop a policy statement concerning curricula of area training and educational institutions; (9) increase local awareness of COVEE and the work-education cooperation concept; (10) expand active membership in COVEE to 200 or more; (11) support activities of career guidance centers, CETA prime sponsors, and other service providers (12) increase the understanding the use of the best available labor force data for educational planning purposes; (13) improve youths' understanding of the community and the local and national economic systems; (14) evaluate the effectiveness and impact of COVEE on the school-to-work transition of area youth; (15) identify the feasibility of and alternatives for future COVEE activities; (16) determine changing needs and recommend content of future COVEE programs; and (17) provide data and information to COVEE memebers. (Sec. 132)

VTP-3420

Criteria, Instruction of Handicapped.
Project Director: Evans, Rupert N.
Organization: Board of Trustees of the Illinois Univ., Urbana.
Address: 188 Education Building, Urbana, IL 61801
Funding Period: Start Date 1 Aug 78; End Date 30 Jun 79
Fiscal Year Funding: $45,000
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD1-A9-164

Three principal questions will be addressed by this study: (1) What criteria are currently used for deciding if the handicapped are best taught a skill on-the-job or in a school-like setting? (2) How do these criteria vary with the type and severity of the handicap? and (3) How should these criteria and their use be modified to increase client competency and aid advancement throughout the continuum leading to employment and promotion? Project staff will interview pre-vocational, vocational, and on-the-job training personnel to determine which criteria are being used for choosing among existing programs, for designing new programs, and for determining entry to and exit from the training setting and will also interview handicapped persons who have been involved in on-the-job training or classroom and laboratory instruction to determine problems resulting from the type or instruction to which they have been assigned. Project staff will then develop and pilot test quantifications of all criteria identified. In addition to a final report of the project, a brief monograph designed for vocational education administrators, curriculum planners, corporate training directors, university instructors, and other interested professionals will be produced along with one or more articles in one or more professional journals. (Sec. 131)

VTP-3421

Development of Curriculum Resource Guides for New and Emerging Occupations in Illinois.
Project Director: Katz, Douglas S.Spetz, Sally H.
Organization: CONSERVA, Inc., Raleigh, N.C.
Address: 401 Oberlin Road, Suite 112, Raleigh, NC 27605
Funding Period: Start Date 15 Oct 78; End Date 30 Jun 79
Fiscal Year Funding: $42,570
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD1-B9-206

To develop curriculum resource guides for seven new and emerging occupations, project staff will (1) locate and obtain existing curriculum materials from other areas of the United States, (2) abstract and synthesize the existing materials into seven curriculum guides and prepare 100 copies of each, and (3) prepare 100 copies of a final report which includes a plan for disseminating the products to appropriate LEAs in Illinois and submit the report to DAVTE. When the information provided in the curriculum resource guides is supplemented with information on existing curriculum offerings in Illinois and estimates of sub-state employment demand, the results will indicate target areas for dissemination, thus ensuring implementation of curricula for new and emerging occupations in the near future. (Sec. 131)

VTP-3422

Diffusion Center for Exemplary Occupational Educational Programs for H & D Students.
Project Director: Boldrey, Tom
Organization: Joliet Township High School District 204, Ill.
Address: 201 E. Jefferson Street, Joliet, IL 60432
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $69,118
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD2-D9-139

This diffusion center will provide technical assistance and information to other school districts which need help to adapt or adopt an existing program or service that District 204 operates in providing occupational education to handicapped and disadvantaged students at the secondary level. Project activities will include the following: (1) compile a list of topics for inservice workshop sessions and obtain ratification of same from the DAVTE/H&D Steering Committee, (2) obtain confirmation of districts interested in utilizing the technical assistance capabilities through inservice workshop sessions, (3) confirm topics for developing brochures that would provide detailed specifics for adapting or adopting a program or service currently operative in one of the network sites, (4) develop a written plan for carrying out the technical assistance and inservice workshop sessions and respective evaluations, (5) obtain a confirmation of the workshop in Chicago, (6) give presentations at a minimum of five different state-level professional organization meetings and conferences, and (7) use mini-grants and other support for the project to strengthen the program and services for H&D students in District 204. Materials which will be disseminated to surrounding LEA's as requested and to workshop participants include administrators manuals, learning activity packages, indidvidualized typing modules, WECEP guide, vocational skills checklist, and identification system brochures. (Sec. 132)

VTP-3423

Finance and Credit Curriculum Research–Phase II.
Project Director: Harris E. Edward
Organization: Northern Illinois Univ., DeKalb
Address: DeKalb, IL 60115
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $23,925
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD3-B9-105

The first-draft copy of a finace and credit curriculum guide containing competency statements, a competency grid, cluster objectives, suggested learning activities, references, and a bibliography of instructional materials will be prepared in this project. The guide will be field tested in about 200 local education agencies and finance and credit institutions. Following revision, 500 copies of the guide will be disseminated. (Sec. 133)

VTP-3424

Implementation of Clothing/Apparel, Accessories and Home Furnishings Merchandising Curriculum in Secondary School–Phase II.
Project Director: Lindstrom, Harriett
Organization: Downers Grove Community High School District 99, Ill.
Address: 1860 63rd Street, Downers Grove, IL
Funding Period: Start Date 1 Sep 78; End Date 30 Jun 79
Fiscal Year Funding: $24,943
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD1-B9-182

In order to promote and strengthen the use of interdisciplinary approaches in comprehensive secondary schools, the second phase of this project purposes to (1) continue to develop curricular approaches and materials to support the interdisciplinary approach, (2) field test interdisciplinary approaches already developed, (3) evaluate implementation procedures, and (4) plan for dissemination of materials to others. The curricular content in two departments, home economics and business education, will be evaluated in the merchandising area as applied to clothing and apparel, accessories, and home furnishings. The competencies unique to each area and those that have interdisciplinary implications will be coordinated by the two departments working together to develop curriculum, to evaluate student progress, to assist each other in teaching, to best utilize teaching resources, and to promote student career planning through a program of courses. The coordinated efforts will be enhanced by evaluation and suggestions from community agencies that potentially employ the students and schools that may additionally train students. The structure for the implementation will be developed and made available to other Illinois school districts through publications and demonstration days where persons involved in the project will be available to inform interested educators about the development and implementation of the program. The final product will consist of an interdisciplinary guide for home economics and business education. (Sec. 131)

VTP-3425

Modular Curriculum Guides for Homemaking as a Career.
Project Director: Oldham, Mary Jo
Organization: Southeastern Illinois Coll., Harrisburg
Address: R.R. #4, College Drive, Harrisburg, IL 62946
Funding Period: Start Date 15 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $40,000
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD3-B9-147

Modular curriculum guides for teaching home economics at the community college level will be developed in this project. Selected modules will be tested in homemaking classes at Southeastern, and usable curriculum guides will be prepared for dissemination. Full field testing will be conducted in 1979-80. (Sec. 133)

VTP-3426

Parenthood Education: A Curriculum Development.
Project Director: Winsor, Helen B.
Organization: Northern Illinois Univ., DeKalb
Address: DeKalb, IL 60115
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $37,865
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD3-B9-104

Developing, field testing, and disseminating a competency-based curriculum guide in parenting education for use in Illinois are the objectives of this project. Procedures will be to (1) identify experts in the field in Illinois; (2) identify competencies to form the basis for curricula building; (3) develop criteria for each competency identified; (4) develop, identify, and compile enabling activities; (5) field test curricula materials; (6) deliver 500 copies to DAVTE; and (7) conduct dissemination workshops. (Sec. 133)

VTP-3427

Phase II–Develop Competency-Based Curriculum Guides for Graphic Arts Vocational Programs.
Project Director: Pollock, Steve
Organization: Johnsburg District 12, McHenry, Ill.
Address: 2117 W. Church St., McHenry, IL 60050
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $25,144
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD3-B9-100

A resource book will be developed in this project to be used in Illinois' schools to improve and plan graphic arts vocational programs. Specific objectives are to field test and revise the curriculum guide developed in Phase I of this project, print 500 copies of it, develop individualized packets for student use, and complete plans for Phase III which will consist of a demonstration center and workshops to disseminate the completed materials. One class of Johnsburg High School will be selected to field test the orientation to graphics section of the curriculum guide. A first- and second-year class in graphic arts will be selected to field test the curriculum guide. After each section of the guide is field tested, it will be revised. (Sec. 133)

VTP-3428

Planning and Dissemination Project for Vocational Education Phase II.
Project Director: Pollock, Steve
Organization: Johnsburg Public School District 12, McHenry, Ill.
Address: 2117 W. Church Street, McHenry, IL 60050
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $49,060
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD2-B9-148

To provide opportunities and options to secondary schools for expanding services offered and upgrading existing programs, this project will (1) develop a planning manual for a model vocational program, (2) develop and implement a state-wide conference for placement personnel, and (3) disseminate vocational education research and development findings or results by workshops. Procedures will include reviewing materials developed by DAVTE and using services available from the state office and advisory council. One hundred copies of the planning manual will be delivered to the IOE/AVTE research and development section. (Sec. 132)

VTP-3429

Project MAVE (Model for Articulated Vocational Education).
Project Director: Vanek, Carol

Address: 320 E. 161st Place, South Holland, IL 60473
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $35,000
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD1-C9-101

Objectives of this project are to (1) facilitate implementation of the articulation guide and its elements in selected geographic areas to develop utilization and adequate diffusion of suggested articulation activities, (2) continue evaluation of the guide at Phase II field test sites and Phase III implementation sites to determine effectiveness, feasibility, and desirability of the guide in various educational settings, and (3) continue dissemination of information about Project MAVE, the articulation guide, and articulation activities throughout the state in cooperation with DAVTE. Products to be delivered include 350 copies of the guide, three sets of an articulation slide presentation, and the 1978-79 final report. (Sec. 131)

VTP-3430

Public Service Practicum Curriculum Guide Project.
Project Director: Chierico, Richard
Organization: Mount Prospect Township High School District 215, Ill.
Address: 799 W. Kensington Road, Mt. Prospect, IL 60056
Funding Period: Start Date 15 Sep 78; End Date 30 Jun 79
Fiscal Year Funding: $23,598
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD2-C9-190

The objectives of this project are to (1) develop a curriculum guide designed to assist social science and occupational teachers in the areas of public service and related occupations to develop, implement, and operate interdisciplinary internship programs; (2) prepare a teacher's manual to accompany the guide; and (3) assist other high schools (minimum of five from suburban, rural, and city settings), to provide for a public service practicum or specific public service internships infused in the curriculum to be written into their local plan for occupational education contained within the Public Service Cluster. These objectives will be accomplished by interviewing people in public service employment from suburban, rural, and city settings; reviewing training plans and materials purchased for practicum internships; developing a list of suggested courses necessary to prepare for twenty public service occupations for suburban, rural, and city high schools; reviewing computer printout on public service jobs, reviewing practicum materials, and interviewing public service employees as well as people from suburban, rural, and city schools; interviewing people from suburban, rural, and city school systems on the development of their own practicum program or specific public service internships to be infused into the curriculum; and developing two audio-visual programs for disseminating information on the practicum curriculum guide. (Sec. 132)

VTP-3431

A Study of the Nontraditional and Social Impact of Vocational Education on Individuals in Illinois.
Project Director: Carvell, Fred
Organization: CARVELL Education Management Planning, Los Altos, Calif.
Address: P.O. Box 531, Los Altos, CA 94022
Funding Period: Start Date 1 Nov 78; End Date 30 Aug 79
Fiscal Year Funding: $74,511
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD1-B9-216

The CARVELL study team director will establish close liaison with the AVTE project monitor obtaining the cooperation of agencies and vocational programs invited to participate in the study. Once agencies have agreed to participate, necessary data collection forms and procedures will be designed and a review of existing student records will be undertaken to develop a profile showing the number of characteristics of the students served by each participating vocational program. A statistical summary will be compiled and submitted to AVTE. About 100 case-study subjects will be selected to represent a cross section of each program, and necessary inservice programs will be conducted for AVTE staff and field interviewers on the case-study system. Case-study files will be established and interviews will be initiated to collect descriptive data on training programs, support services, and other treatment procedures in those agencies included in the study. CARVELL will use the professional services of personnel from either the Center for Vocational Education Research at the University of Illinois or another acceptable agency within Illinois. By the end of the first year of this multi-year project, an analysis will be conducted to identify major trends and direction for future study efforts. (Sec. 131)

VTP-3432

Sycamore EBCE Implementation/Demonstration Center.
Project Director: Johnson, Peter L.
Organization: Sycamore Community Unit District 427, Ill.
Address: 508 North Main St., Sycamore, IL 60178
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $20,000
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD2-C9-193

The six objectives of this project are to (1) provide for an individualized curriculum with coordinated community involvement through the adapting of the Far West Laboratory (FWL) experience-based career education (EBCE) materials and experiences, (2) provide experiential community learning through individual projects that result in academic credit toward graduation, (3) enable students to obtain career and job opportunities information assistance in determining future employment demands and specific learning counseling through individualized projects in community settings, (4) provide students an opportunity to apply academic knowledge and skills in a community setting, (5) provide students the opportunity to explore a broader spectrum of careers than presently available through the use of the community's resources, and (6) broaden the scope of career options presently available by eliminating sex role stereotyping. To accomplish these objectives, project staff will review staff roles, review or revise areas receiving academic credit, revise student program projects, review or revise community employer sites, initiate student recruitment and increase enrollment to 120-150, complete student selection, provide student orientation, conduct demonstration and dissemination activities, recruit community resource organizations, develop promotional materials for EBCE, and evaluate EBCE using internal and external sources including a third-party evaluation design. (Sec. 132)

VTP-3433

V-TECS/Vocational-Technical Education Consortium of States.
Project Director: Childers, B. E.
Organization: Southern Association of Colleges and Schools, Atlanta, Ga.
Address: 795 Peachtree St., N.E., Atlanta, GA 30308
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $15,000
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD3-B9-162

This project will support Illinois' membership in the V-TECS to allow Illinois to (1) share research and develomental costs, (2) minimize duplication of effort in occupational analysis and curriculum development, (3) share the costs of computer equipment and technical personnel, and (4) promote the concept of performance-based vocational and technical education with the learner as the focal point. As a V-TECS member, Illinois will develop valid catalogs of performance objectives, criterion-referenced measures, and performance guides for use in vocational andd technical education curriculum development. This will be accomplished by establishing projects after analyzing and selecting occupational domain areas for catalog development; conducting state-of-the-art studies and developing preliminary lists of tasks and tools and equipment based on a review of existing literature; refining the lists by extensive interviewing of incumbent workers and supervisors; compiling and administering the occupational inventory to a random sample of incumbent workers; obtaining responses relative to task performance, task-time spent, and tool and equipment utilization; and amassing the data by computer. The data reports will be used by writing teams to determine the tasks to be converted to performance objectives. A field review version of the catalog of performance objectives, criterion-referenced measures, and performance guides will be prepared, field tested, and refined. Two copies of the catalogs developed by member states will be produced. (Sec. 133)

VTP-3434

Workshop Series for Staff Development and External Funding of Bilingual Vocational Training and Job Placement in Illinois.
Project Director: Osberg, James
Organization: Southern Illinois Univ., Carbondale
Address: Carbondale, IL 62901
Funding Period: Start Date 16 Aug 78; End Date 30 Jun 79
Fiscal Year Funding: $35,560
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD3-D9-138

Six workshops designed to improve currently funded activities in bilingual vocational education and job placement in Illinois will be conducted during this project. Four workshops will be provided for staff members of community-based vocational and placement programs within the Hispanic community in Illinois. These workshops will cover (1) using English as a second language in vocational programs; (2) evaluating language competency, vocational interest, and career awareness of clients in community-based vocational programs; (3) job development; (4) and bilingual vocational curriculum develoment. One workshop will be provided for directors and leaders in the Hispanic community which is intended to aid the Hispanic community in developing additional sources of funding for the improvement and expansion of vocational offerings to the Hispanic community. Inservice workshops will be provided to train the Spanish-speaking staff of the Illinois Migrant Counsel, the Illinois Office of

Education, Bilingual Section, AVTE, and community-based Hispanic vocational training centers in using newly developed curriculm materials concerning work survival skills for the Spanish-speaking, and in evaluating those materials for use with Spanish speakers in secondary and adult vocational, occupational, and career awareness programs. (Sec. 133)

VTP-3435

Perry County Operational Plan to Implement Performance-Based Vocational Education.
Project Director: Schmitt, WilhelminaWhitaker, Steven
Organization: Perry County Area Vocational Education Program Cannelton, Ind.
Address: 109 East Third Street, Cannelton, IN 47520
Funding Period: Start Date 10 Jul 78; End Date 11 Jun 79
Sponsoring Agency: Indiana State Board of Vocational and Technical Education, Indianapolis

This project will provide vocational educators with another way to develop performance-based education at the local level. Project objectives are to (1) develop a pilot project to implement performance-based curriculum in the Perry County area vocational education program, (2) train persons to be responsible for serving as resource personnel for other vocational teachers locally, (3) develop a performance-based format which can be used by all vocational instructors for constructing their own curriculum, and (4) provide an instrument that will be used to follow up graduates and employers concerning curriculum only. The first performance-based curriculum will be developed by the project investigator and will be implemented using vocational students, evaluated, and revised. During this time period, other vocational teachers will be taught to develop performance-based curriculum in their areas. (Sec. 131)

VTP-3436

Welding: Performance Based.
Project Director: Ball, Billy
Organization: Metropolitan School District of Lawrence Township, Indianapolis, Ind.
Address: 7601 East 56th Street, Indianapolis, IN 46226
Funding Period: Start Date 7 Sep 77; End Date 30 Jun 79
Sponsoring Agency: Indiana State Board of Vocational and Technical Education, Indianapolis

Diverse components will be integrated in this project into a useable and viable composite welding program which will serve as a tool for administrators, employers, students, and teachers. The program will provide for full accountability in the educational environment. Project objectives are to (1) develop and implement a total performance-based delivery system, including a placement and follow-up component, for a composite welding program which includes arc welding and acetylene welding curriculum materials, job sheets with performance criteria, an equipment list with equipment evaluation performance reporting, and program validation; (2) provide step-off plateaus for each student who has acquired the necessary skills for job placement; and (3) direct students into a continuing educational program. Informational, work, and job sheets will be developed for the initial stage of implementation; developed materials will be used in the second stage of implementation; and use-factor analysis and validation will be included in the final stages of implementation. (Sec. 131)

VTP-3437

Career Curriculum in Industrial Arts.
Project Director: Berryhill, Harold
Organization: Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education
Address: Grimes State Office Building, Des Moines, IA 50319
Funding Period: Start Date 12 Mar 78; End Date 30 Jun 79
Sponsoring Agency: Iowa State Dept. of Public Instruction, Des Moines

Tested curriculum in the cluster area of graphic communications, energy and power, and production will be delivered by this project. Project objectives are to field test the restructuring of industrial arts curriculum for the three cluster areas as presented in the new industrial arts guide and demonstrate direction and strategies for implementing innovative industrial technology and career education concepts. Nine instructors of beginning-level industrial arts programs who were involved in developing the curriculum materials will be selected to receive inservice training on utilizing materials and collecting data. Onsite visitations will be made and validated demonstration sites will be set up. The strategies, materials, and guidelines developed will be transportable. (Sec. 132)

VTP-3438

Evaluation and Revision of Curriculum Materials for Farm Business Analysis.
Project Director: Welton, Richard F.
Organization: Kansas State Univ., Manhattan. Dept. of Adult and Occupational Education
Address: Manhattan, KS 66506
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $1,500
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract and/or Control No.: 79-133-06

To improve the quantity and quality of farm business analysis programs for Kansas Young Farmers and Young Wives, instructors will be involved in developing curriculum materials for the program. A series of workshops will be held to provide instruction regarding the content and use of curriculum and instructional materials developed during fiscal year 1978. An advisory committee will be formed to provide specific recommendations on project activities, to recommend two areas in which to field test the materials, and to provide advice and guidance for evaluating the materials. (Sec. 133)

VTP-3439

Evaluation of Horticulture Core Curriculum.
Project Director: Albracht, James
Organization: Kansas State Univ., Manhattan. Dept of Adult and Occupational Education
Address: Manhattan, KS 66506
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $1,000
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract and/or Control No.: 79-133-05

Horticulture core curriculum materials developed in fiscal year 1978 will be read, reviewed, and evaluated by a cadre of secondary horticulture teachers, horticulture industry consultants, and college professors for accuracy, duplication, completeness, and effectiveness. (Sec. 133)

VTP-3440

Implement and Evaluate Curriculum Material Developed for Young Farmer Chapters.
Project Director: Welton, Richard F.
Organization: Kansas State Univ., Manhattan. Dept. of Adult and Occupational Education
Address: Manhattan, KS 66506
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $1,420
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract and/or Control No.: 79-133-09

In this project, a set of standardized materials developed during fiscal year 1978 will be used as a basis of inservice training for Kansas Young Farmer chapter officers. An advisory committee will be formed to recommend a model of inservice meetings and five area chapters for field testing. Five one-day workshops to evaluate the new curriculum materials for instructional use with the chapters and one follow-up meeting will be held throughout the state. After field testing, the materials will be prepared for distribution to all Kansas chapter advisors. (Sec. 133)

VTP-3441

Implement and Evaluate Curriculum Materials Developed for Young Farm Wives.
Project Director: Welton, Richard
Organization: Kansas State Univ., Manhattan. Dept. of Adult and Occupational Education
Address: Manhattan, KS 66506
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $1,500
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract and/or Control No.: 79-133-07

Through consultation with an appointed advisory council, project staff will conduct five one-day workshops and one follow-up meeting to evaluate, provide instruction, and disseminate instructional materials which were developed for Kansas Young Farm Wives chapters during fiscal year 1978. The advisory committee will also recommend five area chapters to field test the materials. (Sec. 133)

VTP-3442

Need Assessment and Development of Post-Secondary Farm and Ranch Management Curriculum.
Project Director: Albracht, James
Organization: Kansas State Univ., Manhattan. Dept. of Adult and Occupational Education

Address: Manhattan, KS 66506
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $6,513
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract and/or Control No.: 79-133-10

This project is intended to produce an improved, uniform curriculum offering in the farm and ranch management programs in Kansas. A steering committee will be organized and used to survey and analyze the curriculum and instructional material currently being used and materials available for farm and ranch management programs. Following this, the steering committee, with the assistance of consultants, will develop curriculum and instructional materials to be incorporated in the Kansas farm and ranch management programs. (Sec. 133)

VTP-3443

Proposed Competency and Course Development for Introduction to Grain Handling and Storage.
Project Director: Doyen, Lee W.
Organization: Cloud County Community Coll., Concordia, Kans.
Address: Concordia, KS 66910
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $1,185
Sponsoring Agency: Kansas State Dept. of Education, Topeka.
Contract and/or Control No.: 79-133-20

In order to provide instructors with an updated course outline for postsecondary instruction in grain handling and procedures, project staff, assisted by consultants, will develop, edit, produce, and disseminate an instructional booklet for postsecondary grain science courses and update and disseminate a list of resource materials which cover all phases of grain handling and procedures. (Sec. 133)

VTP-3444

Revision and Updating Vocational Agriculture Core III.
Project Director: Field, Ralph
Organization: Kansas State Univ., Manhattan. Dept. of Adult and Occupational Education
Address: Manhattan, KS 66506
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $3,010
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract and/or Control No.: 79-133-03

The subject matter content of the core curriculum will be revised, updated, and processed for final printing in this project. Procedures will be to (1) conduct an evaluation of instructional units of Core III curriculum materials; (2) update, revise, and secure approval of revised units from teachers; (3) prepare final copy; and (4) distribute the finished product to interested secondardy and postsecondary vocational agriculture programs. (Sec. 133)

VTP-3445

Small Business Management Program.
Project Director: Gallentine, Jerry
Organization: Barton County Community Junior Coll., Great Bend, Kans.
Address: Great Bend, KS 67530
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $10,550
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract and/or Control No.: 79-132-11

Long-term business management education will be used to upgrade the skills of small business entrepreneurs to assist them in achieving their business and family goals through improved management, organization, and operation of their businesses. (Sec. 132)

VTP-3446

An Analysis of Sex-Role Stereotyping and Sex Bias in Secondary Vocational Education in Kentucky.
Project Director: Davis, Hazel C.Ehresman, Norman D.
Organization: Western Kentucky Univ., Bowling Green
Address: Bowling Green, KY 42101
Funding Period: Start Date 1 Mar 78; End Date 30 Jun 79
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort
Contract and/or Control No.: D98812

The results of this project will consist of recommendations for a model to aid in the elimination of sex bias and a comprehensive bibliography of vocational education materials. Instruments to analyze the extent to which sex bias exists in Kentucky secondary vocational schools will be developed, field tested, and then admininstered to the target population. Mailed questionnaires and personal interviews will be used to identify and determine the effect of such factors as socioeconomic status, attitudes, and culture of the geographic area and identify the problems and barriers that encourage or discourage students to enroll in non-traditional vocational programs. (Sec. 131)

VTP-3447

Design, Develop, Field Test, and Revise a Model Specialized Program to Meet Manpower Needs for Fashion Merchandising in Kentucky.
Project Director: Burdon, Lawrence
Organization: Kentucky State Dept. of Education, Frankfort
Address: Louisville, KY
Funding Period: Start Date 10 Jul 78; End Date 30 Jun 79
Contract and/or Control No.: H24810

In designing the first specialized fashion merchandising program of instruction for Marketing and Distributive Education for Kentucky, the instructor will work with a skill craft advisory committee composed of people from the industry to obtain program objectives, a list of competencies and tasks, measurable performance criteria, and student placement. The model two-phase training program which will be developed will include curriculum, program standards, program organization, training plans, and teacher and student handbooks. This cooperative training program will be field tested in a secondary institution and the results used to revise materials as appropriate. The project will also provide a comprehensive dissemination and diffusion plan. (Sec. 131)

VTP-3448

Develop Individualized Competency-Based Modules for Employability Skills for Vocational Students.
Project Director: Keeton, Martha
Organization: Curriculum Development Center of Kentucky, Lexington
Address: Lexington, KY
Funding Period: Start Date 1 Mar 78; End Date 30 Jun 79
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort
Contract and/or Control No.: V28881 (4406)

This project will develop, field test, and revise individualized student modules which will provide employability skills for vocational education students. Component modules include the decision-making process, getting a job, maintaining the job, employer expectations, work attitudes, and economics of industry. Module development will follow the guidelines established in the handbook for development of modules and in the management of module development. Field testing of modules will be coordinated with the regional placement project. Twenty competency-based vocational education modules on employability skills will be produced. (Sec. 132)

VTP-3449

Developing Teacher Competencies in Working With Handicapped Students.
Project Director: Bayne, Keith
Organization: Louisville Univ., Ky.
Address: Louisville, KY
Funding Period: Start Date 3 Apr 78; End Date 30 Jun 79
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort
Contract and/or Control No.: 4406-H28880; 4448-H28812

This effort is intended to identify the competencies needed by teachers to deal with handicapped students who are being mainstreamed into regular vocational programs and to identify, modify, or develop the strategies needed to develop the identified competences in teachers. A model delivery system will be developed by reviewing the literature to determine the state of the art, using a panel to prioritize the identified competencies, conducting a self-evaluation to determine training needs, and conducting a survey of existing delivery systems. Three seminars will be held for disaemination purposes. (Sec. 132)

VTP-3450

Development of Competency-Based Teaching Units for Group Instruction in Production Agriculture.
Project Director: Tulloch, Rodney
Organization: Kentucky Univ., Lexington. Div. of Vocational Education
Address: Room 11 Dickey Hall, Lexington, KY 40506
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort
Contract and/or Control No.: V28882(4406)

Twelve teachers will be involved in a summer workshop to prepare five competency-based vocational education (CBVE) units (group modules) in production agriculture in the areas of tabacco production, corn production, livestock evaluation, farm animal breeding, and livestock feeding. Each unit will (1) contain an introduction which will include the task, performance objective, teaching learning activities, supplemental materials, criterion-referenced measures including evaluation and (2) incorporate sex-fair practices into materials and assure efforts to eliminate discrimination, sex bias, and sex stereotyping. The process and product of the effort for and in the related fields and in efforts for sex equity will be evaluated. Regional workshops will be held in all areas of Kentucky to familiarize teachers with the use and availability of the units. Technicial subject-matter specialists will be used to review, field test, and revise each unit. (Sec. 132)

VTP-3451

Dissemination and Diffusion Program in Kentucky Vocational Education.

Project Director: Kennedy, Elsie
Organization: Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education
Address: Frankfort, KY 40601
Funding Period: Start Date 1 Feb 78; End Date 30 Jun 79
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort
Contract and/or Control No.: X99811-4448, X99883-4406

The dissemination and diffusion of vocational education research and development efforts will be facilitated as a result of this project. Project objectives are to (1) provide assistance to facilitate dissemination activities and upgrade the dissemination capability in Kentucky, (2) continue INNOVATE, a document notification and availability system, (3) develop TEMPO, a vocational information diffusion journal, at least three times annually, (4) develop and conduct at least one workshop on a topic related to funded research and development program activities, (5) coordinate the dissemination of information relevant to vocational education products and practices, and (6) administer a pilot sites program and a demonstration sites program that will identify innovative programs. Each effort will involve pre-planning for dissemination or implementation features and each effort will be shared with other individuals. In addition to TEMPO and INNOVATE, a handbook on pilot and demonstration sites and a slide on developing a dissemination plan will be developed. (132) (Sec. 131)

VTP-3452

Model Office Program with an Interchange of Work between Two Separate Model Office Classes within the Same School.

Project Director: Kazee, Naomi W.Waggoner, Roberta
Organization: Boyd County High School, Ky.
Funding Period: Start Date 19 Jun 78; End Date 30 Jun 79
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort
Contract and/or Control No.: K04880 (4406)

Two separate model office classes will be set up to provide students with a laboratory which offers realistic training in office practices and procedures. The two classes will operate in different time frames using the same space and equipment but will have a direct interchange of work and communication. This will enable students to (1) develop a more responsible attitude toward their work and improve its quality and accuracy because it will be used and criticized by their peers as well as their instructor, and (2) perform better in gainful employment because they will learn to cope with and correct mistakes, to accept criticism from supervisors and fellow employers, and to understand that work must be correct either as an input or as an output. A twelve-week training program will proceed the flow-of-work activities, developed through the functions of buying and selling to and from each other, and will include training in office and business machines. The work will be administered in cycles so that all students will have the experience of closing their books and correcting all errors, after which will rotate to another position. No predetermined solutions will exist, but each "company" will demand accuracy and performance from the other. Products to be produced include a teacher's handbook, a student's handbook, and necessary business forms. (Sec. 132)

VTP-3453

Age and Vocational-Technical Teachers: Inservice Needs, Attitudes and Retirement.

Project Director: Grambs, Jean D.
Organization: Maryland Univ., College Park. Dept. of Secondary Education
Address: Maryland University, College Park, MD 20742
Funding Period: Start Date 1 Jul 78; End Date 30 Apr 79
Sponsoring Agency: Maryland State Dept. of Education, Baltimore

Information regarding older vocational-technical teachers and their specific educational and training needs will be gathered and disseminated to school administrators in Maryland for the purpose of identifying and ameliorating students' problems related to older teachers. Data from a questionnaire developed and sent to vocational-technical teachers in the state will be analyzed by computer and tests of significance will be made. Interviews will be conducted with a small sample of teachers aged fifty-five or over to further validate questionnaire findings. Interviews will also be conducted with five secondary school principals and vocational-technical supervisors to determine their views of older vocational-technical teachers. The data will be analyzed to ascertain if any of the factors under study were influenced by sex or race. (Sec. 131)

VTP-3454

Employment Access for Displaced Homemakers.

Project Director: Keating, Joyce
Organization: Center for Displaced Homemakers, Baltimore, Md.
Address: 2435 Maryland Avenue, Baltimore, MD 21218
Funding Period: Start Date 15 Jun 78; End Date 15 Feb 79
Sponsoring Agency: Maryland State Dept. of Education, Baltimore

Resource and counseling assistance in solving problems associated with being a displaced homemaker will be provided for six projects participants over twenty-four weeks. Job readiness services will include Career Path workshops, peer support, training opportunities and work experience, test coaching, assertiveness training, workshops in non-traditional fields, and GED preparedness. A final report will be delivered concluding the results of the Career Path program. (132) (136) (Sec. 131)

VTP-3455

Police Services Orientation.

Project Director: Zabetakis, S.Parsons, M.
Organization: Hagerstown Junior Coll., Md.
Address: 751 Robinwood Drive, Hagerstown, MD 21740
Funding Period: Start Date 1 Jun 78; End Date 30 May 79
Sponsoring Agency: Maryland State Dept. of Education, Baltimore

This project is an effort to help students choose an approved internship site consistent with their career goals and to make linkages between their classroom skills, thus improving the accountability of the justice-police services program at Hagerstown Junior College. To achieve these goals, college faculty will produce three slide/tape presentations which will serve as orientations to the police services internship sites, information packets which will allow use of the presentations on an independent study basis, and a pre- and posttest designed to let students know if they have met the objectives of the orientation presentations. Program faculty will be assisted in making effective use of time. The presentations, information packets, and tests will be used with sophomore students in 1978-1979; these students will be surveyed regarding the utility of the presentations. Cooperating agencies will benefit by receiving interns who are familiar with the agency's site, personnel, and procedures. (Sec. 132)

VTP-3456

Feasibility Test of Post-Secondary Distributive Education Program Evaluation Standards and Criteria.

Project Director: Guemple-Reardon, Grace
Organization: Moorhead State Coll., Minn.
Address: Bridges Hall, Moorhead, MN 56560
Funding Period: Start Date 1 Oct 78; End Date 30 Jun 79
Fiscal Year Funding: $1,436
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul.
Contract and/or Control No.: 3-R-79

The major objectives of this research are to determine (1) if the program evaluation instrument as designed is technically, economically, and operationally feasible for evaluating postsecondary distributive education programs in Minnesota and (2) how useful the information obtained from the evaluation is to decision makers for identifying program strengths and recommending improvements to meet the quantitative terms for program evaluation as stated in the 1976 Vocational Education Amendments. Procedures will include randomly selecting five postseondary distributive education programs and asking five staff members and five advisory committee members, randomly selected from each program, to use the evaluation instrument to conduct an onsite evaluation of their specific program. The project investigator will be at the school to supervise and provide direction for each evaluation. The data received from the five onsite program evaluations will be used to determine the feasibility of replacing the current vocational program evaluation instrument with standards and criteria designed specifically to evaluate postsecondary distributive education programs. Additionally, a random sample of ten AVTI directors will be asked to respond to several questions pertaining to the economic and operational feasibility of the evaluation system. A final report will be submitted with data analysis on the feasibility of evaluation instrument. (Sec. 131)

VTP-3457

PLATO–(Phase III).

Project Director: Enz, Pat
Organization: Red Wing Area Vocational Technical Inst., Minn.
Address: Red Wing, MN 55066
Funding Period: Start Date 1 Aug 78; End Date 30 Jun 79
Fiscal Year Funding: $24,864
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract and/or Control No.: 1-E-79

The objectives of Phase III of this project are to (1) provide students with a variety of skills to comprehend concepts, (2) provide complex interaction opportunities through the dialogue mode of PLATO, (3) provide new experiences in a variety of subjects related to the student program, and (4) individually assist students in developing skills necessary to obtain success in their program area. The students' educational needs will be diagnosed and appropriate learning activities prescribed. Records of student achievement will be retained for use in evaluating each student's progress as well as the effectiveness

of the material. Along with the computer-assisted instruction, an individual program may also require reading assigned books, viewing films or filmstrips, or applying other types of learning activities such as lab application in automechanics or truck driving. (Sec. 132)

VTP-3458

Vocational-Technical Education Consortium of States (V-TECS).
Project Director: Shill, James F.
Organization: Mississippi State Univ., Mississippi State
Address: Drawer DX, Mississippi State, MS
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Mississippi State Dept. of Education, Jackson

A catalog of performance objectives, criterion-reference measures, and performance guides will result from this project. Workers in selected jobs will be interviewed to develop a preliminary list of tasks, equipment, and tools. Survey data from a sample of workers will be analyzed to determine catalog content. Writing team members will be selected and trained, and curriculum and instructional personnel will field review the catalog prior to its publication and distribution to member states. The catalog may be used as a blueprint for competency-based curriculum. (Sec. 131)

VTP-3459

Nebraska Vocational Curriculum Resource Center.
Project Director: Nelson, Beverly J.
Organization: Kearney State Coll., Nebr. Center for Vocational Education
Address: Kearney, NE 68847
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Sponsoring Agency: Nebraska State Dept. of Education, Lincoln

In its fifth consecutive year, the center will continue to provide a reference-resource bank of curriculum materials to vocational educators in Nebraska for examination and possible adoption to strengthen the teaching in vocational education areas. The center (1) serves as a focal point for the collection, acquisition, dissemination and diffusion of vocational education curriculum materials; (2) serves as a facilitating mechanism for the systematic review and evaluation of curriculum materials in vocational education; and (3) coordinates task force meetings as needed for the assessment and review of center activities. (Sec. 133)

VTP-3460

Audio-Visuals for Special Needs in Occupational Home Economics.
Project Director: Butts, Richard
Organization: Magic City Campus, Minot, N. Dak.
Address: Minot, ND 58701
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $6,000
Sponsoring Agency: North Dakota State Board for Vocational Education, Bismarck
Contract and/or Control No.: RR-59-B

The second year of this project will develop instructional materials supplemented by audiovisual aids for special needs students in home economics. The complete set of all instructional materials, including a slide/tape series, will be available for all North Dakota school systems for purchase at cost. Inservice workshops on the use of special materials for handicapped and disadvantaged students will be established. (Sec. 131)

VTP-3461

The Development of a Common Program of Study for Welding in North Dakota Secondary Schools.
Project Director: Hunt, Jim
Organization: Lake Area Vocational-Technical Center, Devils Lake, N. Dak.
Address: Devils Lake, ND 58301
Funding Period: Start Date 1 Aug 78; End Date 30 Jun 79
Fiscal Year Funding: $2,000
Sponsoring Agency: North Dakota State Board for Vocational Education, Bismarck
Contract and/or Control No.: RR-83

A common core of instructional materials for welding programs at the secondary level in North Dakota schools will be developed through a review process. A course outline describing the units of instruction will be provided to each instructor in North Dakota and the recommended units of instruction will be used in inservice training during the All Service Conference in August 1979. A committee established for developing the welding basic core materials, will review existing curriculum available from other state agencies and determine which is most suitable to be accepted as the basic core of instruction for North Dakota secondary programs. The major emphasis on the selection of instructional materials will be that the proposed materials follow the accepted unit of instruction process adopted by North Dakota State Board of Vocational Education as the basis of instruction. (Sec. 133)

VTP-3462

Establishment of a Consumer Information Dissemination Plan for Teachers.
Project Director: Simonson, Ailsa
Organization: North Dakota State Laboratories, Bismarck
Address: Bismarck, ND 58505
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $2,000
Sponsoring Agency: North Dakota State Board for Vocational Education, Bismarck
Contract and/or Control No.: RR-75

Two area meetings will be held to gather information from representatives of consumers and vocational home economics educators in North Dakota regarding their needs in the area of consumer education. The project will determine the assistance needed to provide better consumer education to students as well as the type and amount of consumer education information currently available and ways to improve it. A plan for dissemination of consumer education will be structured by a core group from data gathered at the two meetings. Project personnel will implement the plan through North Dakota school systems. (Sec. 131)

VTP-3463

Development and Delivery of Packaged Programs on Nontraditional Training Opportunities in Vocational Education.
Project Director: Harris, Jan
Organization: Central Oklahoma Area Vocational-Technical School, Drumright
Address: 3 CT Circle, Drumright, OK 74030
Funding Period: Start Date 15 Sep 78; End Date 30 Jun 79
Sponsoring Agency: Oklahoma State Dept. of Vocational and Technical Education, Stillwater
Contract and/or Control No.: CP 841

Methods of introducing ninth and tenth graders and other groups to nontraditional careers will be developed and implementated in this project. A twenty- to thirty-minute slide/tape presentation will be developed depicting nontraditional training opportunities in agriculture, business and office, distribution, health, home economics, and trade and industrial occupations. The project will include a proportionate number of males and females in each area and will provide examples of programs in high schools and area schools in Oklahoma. A facilitator's guide, brochures, and other supporting materials will be provided, and the presentation will be field tested with student and adult groups. Major work will be accomplished in three phases by a program specialist and a half-time career assistant (who also will be resonsible for developing a model program to eliminate sex stereotyping). The first phase will consist of identifying situations, developing or assimilating slides, and developing a script and facilitator's guide. The second phase will consist of field testing and evaluation with ninth and tenth grade students, and the third phase will consist of field testing with adult community groups. In addition to twenty-five slide/tape presentations, the project will produce fifty copies of the facilitator's guide and 4,000 brochures for students, parents, school personnel, and community and civic groups. (Sec. 132)

VTP-3464

Model Program to Eliminate Sex Stereoptying.
Project Director: Hopper, John H.
Organization: Central Okalahoma Area Vocational-Technical School, Drumright
Address: 3 CT Circle, Drumright, OK 74030
Funding Period: Start Date 1 Aug 78; End Date 30 Jun 79
Sponsoring Agency: Oklahoma State Dept. of Vocationl and Technical Education, Stillwater
Contract and/or Control No.: CP 840

The objectives of this project are to (1) provide exploratory work experiences in nontraditional occupations for a minimum of eighty-four adult students; (2) train a minimum of forty adult students in nontraditional occupations; (3) seek job opportunities and place a minimum of thirty-four adult students in nontraditional occupations; and (4) provide incentives for adult students where necessary to explore nontraditional occupations. The model project will use three components: exploratory work experience (six weeks), training (six to fifty-two weeks), and business and industry experience (three weeks). The exploratory work experience will include individual and group guidance relating to goal setting, decisionmaking skills, building positive self-concepts and a review of sex stereotyping and nontraditional careers. The business and industry componenet will result in the placement of the adult students in nontraditional occupations. (Sec. 132)

VTP-3465

Agriculture Resources (Continuation of 84-8002).
Project Director: Clark, Daniel A.
Organization: Altoona Area Vocational Technical School, Pa.
Address: 1500 Fourth Avenue, Altoona, PA 16603
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 84-8826

The development of competency-based curriculum materials for a course in agricultural resources, the establishment of a cooperative satellite program at a DER facility, and the preparation of students for occupations in agricultural resources are the objectives of this project. Altoona AVTS and Prince Gallitzen State Park will enter into a contractual agreement whereby Altoona AVTS will provide administrative, supervisory, and instructional personnel and certain equipment supplies and Prince Gallitzen State Park will provide grounds, classroom facilities, and periodic use of selected staff and services. The 6,600 acres of land and water in the park will serve as an open classroom laboratory for study, projects, and research. Students, selected on the basis of career interests, will be transported daily to the study facility at Lake Glendale. During the summer months, cooperative education in all phases of land and water management will be conducted. Extensive placement services or advanced education opportunities will assist students in making realistic career choices. The project will continually define, evaluate, and design curriculum materials, methods, and study projects for other vocational educators to share. (Sec. 132)

VTP-3466

Design of an Educational Program for a Training Center for Railroad Equipment Maintenance Occupations.
Project Director: Hampton, Robert D.
Organization: ATE Management and Service Co., Inc., Arlington, Va.
Address: 1911 N. Ft. Myer Dr., Arlington, VA 22209
Funding Period: Start Date 15 Aug 78; End Date 30 Jun 79
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg

This project will design an educational program for a center which will train individuals in the six major occupations identified for the maintenance of railroad equipment: diesel locomotive electrician, diesel locomotive electronics, diesel locomotive mechanic (power assembly mechanic and generator assembly mechanic), heavy equipment mechanic, air brake mechanic (including coupling), and metal fabrication. To accomplish this objective, project staff will (1) complete a task analysis for each of the above occupations to determine the skills necessary to perform effectively on the job; (2) determine what facilities and equipment are required to provide the skills identified; (3) review skills unique and common to each occupation that may affect numbers, types, or arrangement of facilities or equipment; (4) review projected enrollment figures for each occupation identified; (5) determine size of work spaces and the number and types of equipment required; (6) determine the type of work areas; and (7) determine the arrangement of work spaces so that enclosing and supporting structure may be designed. (Sec. 132)

VTP-3467

Development of Instructional Materials in Anatomy and Physiology for Vocational Health Occupations.
Project Director: Gorth, William P.
Organization: National Evaluation Systems, Inc., Amherst, Mass.
Address: 30 Gatehouse Road, Amherst, MA 01002
Funding Period: Start Date 1 Aug 78; End Date 30 Jun 79
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 85-8807

Competency-based instructional modules in anatomy and physiology will be designed and developed in this project to improve the quality of instruction in vocational education programs for practical nurses, nursing assistants, medical assistants, dental assistants, and emergency medical technicians in Pennsylvania. Results of a needs analysis and a review of pertinent projects and literature will be used to develop the modules, which will be written to teach specified instructional objectives. The content of the modules will be validated prior to field testing. One camera-ready copy of each module will be produced. (Sec. 133)

VTP-3468

Diffusion of Instructional Modules for Cooperative Diversified Occupations.
Project Director: Keyes, Erma D.
Organization: Millersville State Coll., Pa.
Address: Millersville, PA 17551
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 84-8824

Seven selected curriculum modules designed to improve students' attitudes toward self and work will be implemented in this project. The impact of the modules on students and the extent of teacher use will be determined. The modules, developed by American Learning Systems and selected by a review panel, will support teachers' attitude formation skills not provided by educational institutions. The seven modules will be purchased and distributed, with appropriate introductory materials, to teachers. (Sec. 132)

VTP-3469

The Establishment of a Coordinated Cooperative Education Program in Clearfield County.
Project Director: Eisentrout, Charles
Organization: Clearfield County Area Vocational-Technical School, Pa.
Address: R.R. 1, Box 5, Clearfield, PA 16830
Funding Period: Start Date 1 Sep 78; End Date 30 Jun 79
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 84-8825

The purpose of this proposal is to plan, design, and implement a coordinated cooperative program based on the Blair County model. A needs assessment of the district's cooperative and vocational programs will be conducted. In addition, a formative and summative evaluation design will be employed to provide feedback information on the program. The main component of the program is a centralized management and data collection system. It is anticipated that this project will help provide programs to develop training opportunties for persons in sparsely populated areas and for individuals migrating from farms to urban areas. (Sec. 132)

VTP-3470

IDECC Consortium Membership.
Project Director: Gleason, James R.
Organization: Ohio State Univ., Columbus
Address: 119 Townshend Hall, 1885 Neil Avenue, Columbus, OH 43210
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 85-8806

Pennsylvania's membership in the Interstate Distributive Education Curriculum Consortium (IDECC) will be maintained in this project in lieu of a comparable development project. Distributive education teacher-coordinators will have the opportunity to access IDECC materials. The IDECC subscription service will provide updated materials at minimum expense. In addition to the subscription service, membership provides classroom management ideas, newly developed implementation materials, a quarterly newsletter, and general classroom supporting materials. Specific items which have been or will be obtained through consortium membership include a competency master list, IDECC competencies for new DECA competitive events, a curriculum index card file, career-related bulletin boards, transparency masters, an IDECC operational guide, case studies, and revised learning activity packages. (Sec. 133)

VTP-3471

Middle School Learners' Attitudes Toward Home Economics as Related to Classroom Goal Structures.
Project Director: Dohner, Ruth E.
Organization: Pennsylvania State Univ., University Park
Address: 212 Rackley Building, University Park, PA 16802
Funding Period: Start Date 15 Nov 78; End Date 30 Jun 79
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 83-8809

After determining the attitudes learners have toward home economics, the relationship of these attitudes to goal structuring in the classroom and other learner variables will be studied. Middle and junior high school home economics teachers in Pennsylvania who wish to participate in this study will complete and return by mail the Teacher/Learner Transaction Scale. Teachers who score in either the upper or lower quartiles on the scale will be mailed student questionnaires which will determine the learners' attitudes toward home economics. Correlation coefficient and analysis of variance will be used to analyze the data from the scale and the student questionnaire. This study will contribute to education by observing factors that seem to have an impact on developing an attitude toward a subject area. A final report will be delivered. (Sec. 131)

VTP-3472

Preparation of V-TECS Catalog-Heavy Equipment Mechanic (Continuation).
Project Director: Smith, Curvin C.
Organization: Associated Educational Consultants, Inc., Pittsburgh, Pa.
Address: McKnight and Pine Creek Roads, P.O. Box 15073, Pittsburgh, PA 15237

Funding Period: Start Date 1 Jul 78; End Date 31 Mar 79
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 85-8804

Development of a heavy equipment mechanic V-TECS catalog of performance objectives and criterion-referenced measures will be completed in this project. Results of studies, analyses of data, catalogs of performance objectives, and criterion-referenced measures will be submitted to the state technical coordinator. Project activities will consist of intensive training to effectively utilize the data from the task analysis system; conducting a domain study for catalog development; encompassing the broad instructional area; a computer analysis of the incombent worker survey; and preparing the field review and final versions of the catalog. (Sec. 133)

VTP-3473

Program of V-TECS Catalog–Solar Heating Mechanic (Continuation).
Project Director: Smith, Curvin C.
Organization: Associated Educational Consultants, Inc., Pittsburgh, Pa.
Address: McKnight and Pine Creek Roads, P.O. Box 15073, Pittsburgh, PA 15237
Funding Period: Start Date 1 Jul 78; End Date 31 Mar 79
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 85-8803

Development of a solar heating mechanic V-TECS catalog of performance objectives and criterion-referenced measures will be completed in this project. Results of studies, analyses of data, catalogs of performance objectives and criterion-referenced measures will be submitted to the state technical coordinator. Project activities will consist of intensive training to effectively utilize the data from the task analysis system; conducting a domain study for catalog development encompassing the broad instructional area; a computer analysis of the incumbent worker survey; and preparing the field review and final versions of the catalog. (Sec. 133)

VTP-3474

Project Management for Production of Film on Adapting Equipment for the Handicapped.
Project Director: Smith, Curvin C.
Organization: Associated Educational Consultants, Inc., Pittsburgh, Pa.
Address: McKnight and Pine Creek Rds., P.O. Box 15073, Pittsburgh, PA 15237
Funding Period: Start Date 20 Nov 78; End Date 30 Jun 79
Fiscal Year Funding: $4,000
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 93-9002

Associated Education Consultants, Inc. (AEC) will manage a project to develop a 16mm sound and color film depicting how equipment modifications have been made to accommodate handicapped persons in specific educational programs. AEC will (1) identify innovative and purposeful adaptations of equipment for handicapped students or employees, (2) secure permission to film each of e selected equipment uses from each individual agency involved, (3) review p oposed film script for contribution to the success of the final film presentatio , (4) provide onsite consultation to insure that production will illustrate key aspects of equipment utilization for maximum benefit of viewers, (5) act as a liaison between producers and agency location, (6) schedule production and (7) monitor film production activities. Filming is expected to occur at twenty different sites during March and April 1979. The film will be delivered by another agency. (Sec. 133)

VTP-3475

Task Level Articulation between Secondary and Postsecondary Vocational Programs in Electronics Technology.
Project Director: Elison, George W.
Organization: Lehigh County Community Coll., Schnecksville, Pa.
Address: 2370 Main Street, Schnecksville, PA 18078
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 84-8819

Task-level articulation based upon the development of competency programming between the electronics technology courses of Lehigh County AVTS and Lehigh County Community College will be developed in this project. Procedures are to (1) conduct task analyses among electronics employers and technicians in Eastern Pennsylvania; (2) develop performance objectives, criterion-referenced measures, and performance guides required by regional industry needs; (3) develop suitab e evaluation criteria for each task which meet industry standards; (4) develo a detailed course of study for a competency-based college electronics techno ogy program; and (5) study the college's and the AVTS' courses of study to determine the hierarchy of tasks and organize them accordingly to make the two-year electronics technology program at Lehigh County AVTS directly equivalent in competency development to the college program. As a demonstration site, Lehigh Community College will serve to inform other two-year postsecondary institutions in Pennsylvania of the progress and results of the project, and share with interested institutions the articulated electronics technology course of study. (Sec. 132)

VTP-3476

Task Level Articulation: Secondary and Postsecondary Vocation Education Programs.
Project Director: Watters, Edmond, III
Organization: Williamsport Area Community College, Pa.
Address: Williamsport, PA 17701
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 84-8823

Project objectives are to (1) prepare and implement a task-level articulation program between secondary and postsecondary vocational instruction and beyond in at least three curricular areas in the fall semester of 1979; (2) establish a process and model to be used to implement an articulated instructional approach in other secondary and postsecondary vocational programs at the college; (3) develop and publish a project report on methods of designing task-level articulated curricula. A planning session will be held for all project participants to formally define the project parameters; review and analyze all existing materials such as V-TECS catalogs and competency-based instruction manuals for the programs in New Jersey, Ohio, Michigan, and California; and review competency lists for the electrical, welding, and carpentry trades. (Sec. 132)

VTP-3477

Vocational-Technical Education Consortium of States (V-TECS) Membership.
Project Director: Childers, B. E.
Organization: Southern Association of Colleges and Schools, Atlanta, Ga.
Address: 795 Peachtree Street North East, Atlanta, GA 30308
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 85-8805

This project provides a one-year V-TECS membership for Pennsylvania in order to minimize duplication, share research and development outcomes in defining valid curriculum content, promote performance-based instruction, and improve overall accountability. The following tasks will be undertaken during the project: (1) the RCU will plan, coordinate, and monitor the development of agreed-upon catalogs for V-TECS; (2) various selected committees within each state will conduct validation and diffusion activities of V-TECS products; (3) a full-time staff member will serve as technical coordinator of V-TECS and will manage diffusion activites; (4) one representative from the state will serve as a board of directors' member; and (5) the RCU will develop and implement a comprehensive plan of preservice and inservice teacher education on the use of materials developed by the V-TECS. (Sec. 133)

VTP-3478

Continuation of an Exemplary Child Care and Guidance Program for a Second Year at Hillwood High School.
Project Director: Hurst, Mrs. Stewart
Organization: Nashville - Davidson County Metropolitan Public Schools, Tenn.
Address: Nashville, TN
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Contract and/or Control No.: E 78.24

The second year of this project should provide (1) student achievement in vocational English, math, and reading and (2) knowledge and skills necessary for gainful employment in child care centers. Project objectives are to develop evaluation procedures for assessing students' competencies for employment in child care centers and provide career data on job openings in local child care centers. Two classes of fifty-eight students will be enrolled in one two-hour and one three-hour block of time. The second-year students will participate in classroom instruction, day care experiences, and on-the-job training. A final report will be produced which will include an evaluation, a description of program strengths and weaknesses, and recommendations for program continuation. (Sec. 132)

VTP-3479

The Design and Implementation of an Articulated Guidance and Placement Program in Comprehensive High School and Vocational Centers.
Project Director: Hugueley, James E.
Organization: Memphis City School System, Tenn.

Address: Memphis, TN
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Contract and/or Control No.: E 78.21

Designed to assist vocational senior students attending twenty-two comprehensive high schools and vocational and technical centers in placement and articulation efforts, this project will also produce a guide containing identifiable resources and procedures which can be used in other school settings. Project objectives are to (1) implement and improve a program of occupational guidance information and techniques which will ensure that a maximum number of young people will articulate into continuing vocational and technical programs and in full-time jobs related to vocational training; (2) utilize, adapt, and refine a series of readiness sessions which will ensure maximum relevance of vocational instructions for the world of work and obtaining a job; (3) develop within students the ability to appraise their career and occupational goals in a manner equal to their abilities, desires, and the forecasted needs in business and industry; (4) develop a series of transportable procedures and methods relevant to other Tennessee school systems; and (5) develop a complete follow-up method which will provide information to be used to evaluate the project's success. (Sec. 132)

VTP-3480

The Design and Implementation of an Articulated Guidance and Placement Program in Sullivan Central and Sullivan East Comprehensive High Schools.
Project Director: Brewer, Vaughn
Organization: Sullivan County Schools, Blountville, Tenn.
Address: Blountville, TN
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Contract and/or Control No.: E 78.25

This project will develop a vocational program that meets the needs of both the community and students and which ensures student placement. Project objectives are to (1) develop procedures for the assessment of students to help ensure their placement, (2) use guidance and placement personnel to develop job resource centers in each comprehensive high school, (3) increase the understanding and acceptance of vocational education as a tool in the total education program, and (4) develop a systematic, continuous job placement and follow-up program for vocational graduates. Civic, business, and educational agencies along with guidance counselors, school administrators, teachers, and parents will be involved in the project. (Sec. 132)

VTP-3481

An Exemplary Program Designed to Enroll Males in Shorthand.
Project Director: Drennan, H. Dalton
Organization: Middle Tennessee State Univ., Murfreesboro
Address: Murfreesboro, TN
Funding Period: Start Date 29 Aug 78; End Date 29 May 79
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Contract and/or Control No.: 331.45

To reduce sex bias and stereotyping in office education programs in the state and provide male students with a skill which will help them obtain a job, project staff will (1) enroll male students in shorthand classes, (2) develop a positive attitude by males toward shorthand and office education, and (3) construct materials for teaching shorthand which are more male oriented. Male students will first be screened to select those who can potentially benefit from shorthand instruction and then placed in a beginning class of males only which will later be integrated into classes with females. A testing program will be developed which will include both teacher-constructed and standardized tests. An individual folder will be kept on each student; it will include such items as samples of work, a progress chart, and a record of absences. Input from students and the instructor plus several follow-up studies will be used to evaluate the program. (Sec. 132)

VTP-3482

Greene County Guidance Placement Program.
Project Director: Sellers, Floyd
Organization: Greene County Schools, Greeneville, Tenn.
Address: Greeneville, TN
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Contract and/or Control No.: E 78.27

The overall objective of this project is to provide vocational guidance and placement services to four Greene County high schools and to the Greeneville-Greene County vocational school. Using a placement team approach involving educators, employers, agencies and resource people, the project will be organized by a placement coordinator who will work with the Tennessee Department of Employment Security, CETA, Vocational Rehabilitation, local employers, and other agencies. Inservice activities, student surveys and discussions, and surveys and contacts with employers and other community members will be used. Anticipated results of the project include student attendance improvement and youth unemployment reduction. (Sec. 132)

VTP-3483

Placement Services in Relation to the Success of Vocational Programs.
Project Director: Morgan, Helen
Organization: Rhea County Dept. of Education, Dayton, Tenn.
Address: Dayton, TN
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Contract and/or Control No.: E 78.28

The placement program implemented in this project will enhance students' opportunities for successful job placement. Program objectives are to (1) provide pre-vocational orientation to improve the placement of incoming students and to help them make meaningful vocational decisions, (2) establish a placement office which will place students in jobs upon successful completion of vocational programs, and (3) collect placement and follow-up data and disseminate it to vocational personnel for use in program evaluation and improvement. (Sec. 132)

VTP-3484

A Request to Include Existing Guidance Counselors from Four Counties in the Development and Implementation of a Comprehensive Guidance Program in Grades 7-12.
Organization: Clarksville-Montgomery County Schools, Tenn.
Address: Clarksville TN 37040
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Contract and/or Control No.: G 78.12

Twenty-four counselors from a four-county region will be enrolled in classes at Austin Peay State University for ten months, with classes meeting once a month for 150 minutes each. The classes will provide existing counselors with a thorough orientation in career education with emphasis on vocational and technical curricula, with resources enabling them to place students in satisfying and rewarding vocational programs, and with skills in interpreting employment opportunities relative to the interests of students; and to instill in existing counselors a profound sense of their role in a comprehensive placement program. Class lectures will include job analysis, case presentations, practice vocational guidance interviews, and talks by experts in areas related to career counseling. A seven-day training session in on-site job description and an eight-day classroom session on needs assessment and evaluation will be conducted. Brochures for each vocational program, an orientation slide cassette, and a compilation of job descriptions will be produced. (Sec. 132)

VTP-3485

A Summer Experience in Prevocational Education.
Project Director: Colston, Henry L.
Organization: Hamilton County Schools, Chattanooga, Tenn.
Address: Chattanooga, TN
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Contract and/or Control No.: E 78.22

This summer experience program will provide a means for potential enrollees to use vocational programs. The program will (1) provide students with exploration in eight occupational areas, motivation for student achievement in future basic academic subjects, and projected courses for grades 10-12; (2) present students with a printed program sequence for each vocational course; (3) identify students who can best benefit from vocational programs; and (4) ensure that each student demonstrates knowledge of shop safety. A survey will be made of math students to determine their interest in the summer experience program and the Ohio Vocational Interest Survey will be used to assess these students. Program completers will receive one-half credit. (Sec. 132)

VTP-3486

Development of Occupational Investigation Resource Materials.
Project Director: Hayes, John H.
Organization: East Texas State Univ., Commerce
Address: Commerce, TX
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 89230069

A curriculum specialist and selected guest writers will develop a teacher's handbook on occupational investigation and curriculum guides in the areas of self-awareness, economic and societal factors, fifteen occupational clusters, and educational planning. A field-review panel will be established to review instructional format and content prior to field testing. (Sec. 131)

VTP-3487

Identification and Analysis of New Occupations in Distributive Occupations.
Project Director: Hogue, Ken
Organization: Texas A and M Univ., College Station
Address: College Station, TX
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 89230070

Project objectives are to (1) identify and document training requirements for new and emerging distributive occupations and existing distributive occupations that have not received placement and training emphasis in the past; (2) evaluate existing curriculum for use in these areas; and (3) demonstrate the techniques for collecting, analyzing, and applying occupational information in developing curriculum and job performance tests. A large sample of employers and other concerned individuals will be selected and a modified version of the job analytic method used to analyze jobs in the DOT will be used to analyze new and emerging occupations and relative job information. A large sample of incumbent workers and supervisors will be asked to identify critical work requirements for a selected distributive occupation. The requirements will be analyzed and the results will be translated into specific training manuals and support materials. The staff of the Texas Education Agency, distributive education coordinators, and materials development personnel will use the results of this project to make decisions or take actions in their placement, training, and instructional material development efforts. (Sec. 131)

VTP-3488

Mainstreaming Handicapped Students in Vocational Education.
Project Director: Parrish, Linda
Organization: Texas A and M Univ., College Station
Address: College Station, TX
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 89230073

The primary objectives of this project are to research, develop, pilot test, and evaluate a training program for school personnel which will make it easier to involve handicapped students in vocational education programs. Specific content for instructional materials will be determined through research involving literature and research reviews and input group interviews with teachers, administrators, parents of handicapped youth, and other professionals in the field. A six-unit training program will be developed which will be suitable for both group and individual participation. Slides, cassette taped narratives, participant team activities, and a text will be developed. The program will be pilot tested, modified as needed, and evaluated. An information dissemination conference will be held where the program will be presented and procedures for its implementation will be provided. All school systems in Texas will be invited to send representatives. (Sec. 131)

VTP-3489

A Proto-Type Occupational Choice Model for Disadvantaged Youths in Rural Schools.
Project Director: Bonner, Harold S.
Organization: Prairie View A and M Univ., Tex.
Address: Prairie View, TX 77445
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $25,256
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 89230148

The objectives of this research project are to (1) develop effective model guidance programs that can be easily implemented by rural school districts, (2) train school and community personnel in the total guidance function through an inservice program, and (3) develop a model dissemination system which will be used to facilitate the replication of successful guidance models in other rural schools. (Sec. 132)

VTP-3490

Secondary School Data Processing Program Research Project.
Project Director: Brown, Kenneth W.
Organization: Houston Univ., Tex.
Address: Houston, TX
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 89230071

In order to gather data on the feasibility of providing a secondary school data processing program, project staff will design a survey instrument to determine (1) the employment opportunities in data processing for high school graduates; (2) the competencies needed for employment in data processing occupations; (3) information about the potential for using mini-computers; (4) a proposed secondary school curriculum in data processing; and (5) the potential for using co-op programs to meet the needs of the business community. The instrument will be administered to 500 businesses of varying sizes and types in Texas, 200 graduates of funded data processing programs in Texas, and 52 community colleges in Texas. (Sec. 131)

VTP-3491

Special Occupational Skills Project for Power Equipment Training for the Handicapped.
Project Director: Loftin, Patrick
Organization: Austin State Hospital, Tex.
Address: Austin, TX
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $24,835
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 89230144

This project is designed to train eighteen- to twenty-one-year-old mentally retarded male and female clients to operate power equipment. Prospective trainees will be evaluated using the McCarron-Dial evaluation system prior to entering the project to ensure that they have the ability to perform the tasks required. Initial training will take place in a fully equipped shop area, where a one-to-four trainer-client ratio will be maintained. Each client will spend one hour per week at onsite locations to practice the skills learned. Task analyses will be developed for eleven types of power equipment, and a training guide entitled "Power Equipment Training Curricula Manual for the Handicapped" will be developed and disseminated. (Sec. 132)

VTP-3492

A System for the Sequential Vocational Training and Placement of Handicapped Students.
Project Director: Carney, Thomas
Organization: Education Service Center Region 8, Mt. Pleasant, Tex.
Address: Mt. Pleasant, TX 75455
Funding Period: Start Date 15 Aug 78; End Date 30 Jun 79
Fiscal Year Funding: $25,610
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 99230127

The process and product objectives of this project include the development of a CAI instructional program for occupational exploration, an appraisal system, and a guide for occupational exploration for handicapped students. The project will use a part-time consultant to provide information and materials to teachers in two districts to assist handicapped students in exploring tentative career areas. (Sec. 132)

VTP-3493

Taylor ISD Guidance Information System.
Project Director: Wyche, Tommy
Organization: Taylor Independent School District, Tex.
Address: Taylor, TX 76574
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $14,536
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 89230147

The first year of a three-year funding for this guidance project will provide for (1) installation of computer terminals in two Taylor schools, (2) training of staff in use of the terminals, (3) integration of the Guidance Information System (GIS) into units of study and counseling activities, (4) evaluation of the project design, and (5) evaluation of the impact of GIS in improving and extending career education services to students and adults. Project staff will include a director, a vocational counselor, and a project aide. The project director will manage the project and carry out evaluation activities, work with freshmen teachers to identify objectives for career education units, and work with a citizens advisory committee to promote the project in the community. The counselor will demonstrate the GIS to area schools, work with them to make use of the results, use GIS systematically in existing counseling programs, and assist career education teachers in providing counseling for their students. The project aide will maintain records, schedule terminal use, and assist persons in using the terminal. The results of the project will be used to revise the project and to continue its operation into two more years of funded operation. In the fourth year, costs of the project will be assumed by the district and a study of long-range results will begin. Results will also be used to assist other school districts using GIS to improve their programs and to demonstrate the project to potential GIS users through on-site visits, a first year report, and a dissemination conference. (Sec. 132)

VTP-3494

Technical/Occupational Articulation.
Project Director: Dobbs, Virginia

Organization: Dallas County Community Coll. District, Tex.
Address: Dallas, TX 75202
Funding Period: Start Date 1 Sep 78; End Date 30 Jun 79
Fiscal Year Funding: $30,771
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Cont. ol No.: 89230060

Articulation procedures developed in this project will be used in the two areas of secretarial careers and drafting and design technology by participating colleges and area high schools. A planning committee and selected instructors will (1) develop and implement competency-based or self-paced instruction in secretarial careers and drafting and design technology during the project period, (2) develop and implement articulation procedures for secretarial careers and drafting and design technology within a ten-month period, (3) develop communication links between DCCCD colleges and area high schools to promote articulation procedures in other technical and occupational programs, and (4) develop and disseminate the articulation documents and a comprehensive final report describing the procedures used in developing the documents. (Sec. 132)

VTP-3495

Training in Vocational Assessment for the Handicapped.
Project Director: Fullerton, H. M.
Organization: Education Service Center Region 9, Wichita Falls, Tex.
Address: Wichita Falls, TX 76309
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $39,453
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 99230124

The objectives of this project are to (1) strengthen vocational assessment for handicapped teenagers throughout the state, (2) provide professionals (administrators, teachers, evaluators, counselors, and diagnosticians concerned with education of the handicapped), through a two-phase workshop, an opportunity to learn about and use a designated assessment battery and evaluation process, and (3) lay the philosophic and procedural groundwork, through the same two-phase workshop, for developing curricula in vocational-oriented academics. The two-phase workshop, offered by the Service Center, and made available through every ESC in the state, will provide training in vocational assessment. Phase I, "The Vocational Assessment Process," will focus on assessment philosophy, resources, evaluation instruments, equipment, and demonstrations; distribute and explain a vocational assessment package, and, as time permits, provide individual consultations with the workshop leader. Phase II, "Evaluation: Learning by Doing," will provide each participant the opportunity to work through the mechanics of a vocational evaluation with the supervision of and assistance from the workshop leader. (Sec. 132)

VTP-3496

Vocational Oriented Reading for Limited English-Speaking.
Project Director: Van Matre, Wesley, Jr.
Organization: Pharr-San Juan-Alamo Public Schools, Pharr, Tex.
Address: Pharr, TX
Funding Period: Start Date 15 Aug 78; End Date 08 Jun 79
Fiscal Year Funding: $29,484
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 89230146

In an effort to improve the reading and communicative skills of the limited English-speaking students enrolled in vocational programs and to improve the level of basic skill achievement of each student in the occupational area in which that student is studying, project participants will receive Hands and Minds communication skills improvement for one regular school instructional period each school day during the school year. The Hands and Minds activities will take place in an adequately equipped facility at Austin Junior High School. Students will be pre- and posttested, using Hands and Minds evaluation activities, to determine their improvement. (Sec. 132)

VTP-3497

Vocational Program Development/Rural Setting–A Plan of Action.
Project Director: Hawes, Bob
Organization: Hamlin Independent School District, Tex.
Address: Hamlin, TX 79520
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $9,647
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 89230125

The Texas Education Agency will be the recipient of 100 copies of a twenty to forty page book and ten copies of a twelve-to twenty-minute slide/tape presentation which it will then disseminate to provide small, rural school districts with a model for delivery of expanded vocational course offerings. This project will use contracted expertise to write the descriptive book and construct the illustrative slide/tape presentation. The book will be bound with a plastic spiral; the slides will be 35mm, and the audio portion will be transcribed on audio cassettes. (Sec. 132)

VTP-3498

Artistic Related Trades.
Project Director: Tabor, Luther
Organization: Burlington Area Vocational Center, Vt.
Address: Burlington, VT
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Vermont State Dept. of Education, Montpelier
Contract and/or Control No.: D-78-4

In order to complete fifty commercial art curriculum guides, a job analysis will be conducted, materials researched, instructional units developed, and curriculum development completed. An advisory committee of commercial artists will review the curriculum; and three presentations will be made on the curriculum and its development. The project will serve as a model program and provide curriculum guides for other centers throughout Vermont and the nation. (Sec. 133)

VTP-3499

Farm Instructor Project.
Project Director: Adams, John
Organization: Addison County Area Vocational Center, Middlebury, Vt.
Address: Middlebury, VT 05753
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Vermont State Dept. of Education, Montpelier

Students will be provided a model program of off-campus learning experiences with onsite supervision under this project. Specific project objectives are to increase vocational agriculture enrollments, provide realistic experiences on a working farm, and provide an alternative delivery system for vocational education. (Sec. 132)

VTP-3500

Multi-Occupations Lab.
Project Director: Salebra, Louis
Organization: Rutland Vocational Center, Vt.
Address: Rutland, VT 05701
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Vermont State Dept. of Education, Montpelier
Contract and/or Control No.: D-79-1

Twenty youths who are not qualified for special education but who are unsuccessful in regular vocational programs will be served by this project. Specific objectives are to have each student (1) identify an occupation goal; (2) participate in a skill, knowledge, and attitude assessment using standardized and teacher-prepared tests as well as vocational laboratories; (3) develop, with the aid of vocational instructors, business and industry personnel, the vocational director, and cooperative teachers, a training plan to achieve the recommended vocational skills; and (4) achieve the skills identified in the training plan. Field trips, hands-on activities, and CETA work-experience placements will be used. Teachers will be responsible for preparing lesson plans and work stations, acquiring supplies, and helping students learn. (Sec. 132)

VTP-3501

Summer Vocational Exploratory Program.
Project Director: Murphy, William C.
Organization: Addison County Vocational Center, Middlebury, Vt.
Address: Middlebury, VT 05753
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Vermont State Dept. of Education, Montpelier
Contract and/or Control No.: D-78-5

The program administered under this project will serve as a model program for summer utilization of vocational centers and will assist students in grades seven through ten in deciding on vocations and vocational programs. Each participating student will spend one week in each of three vocational programs working with the vocational teacher and equipment. Pre- and posttests will be administered to the students. (Sec. 132)

VTP-3502

Articulation Workshop for Key Secondary and Community College Vocational Education Personnel.
Project Director: Hoerner, James L.
Organization: Virginia Polytechnic Inst. and State Univ., Blacksburg
Address: P.O. Box 6Q, Richmond, VA 23216
Funding Period: Start Date 1 Sep 78; End Date 30 Nov 78
Fiscal Year Funding: $14,998
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract and/or Control No.: 131-78-3

A two-day expert- and practioner-oriented workshop will be used as the principal project vehicle in creating a broad-based awareness (introduction and motivation) about articulation. Specific objectives for the workshop are to (1)

identify the problems and concerns that currently exist when students try to move from the secondary level of education to the community college, (2) demonstrate the advantages and benefits to be gained by both students and institutions in working collaratively and developing well-articulated programs, (3) analyze a minimum of three out-of-state working models identified by the AACJC/AVA joint study as successful articulation programs for appropriate applications in Virginia, and (4) identify and develop specific practices and procedures for implementing sound articulation programs in Virginia. Information gained from the workshop will serve as the basis for (1) developing a suggested RFP for the Virginia Department of Education, Division of Vocational Education, RCU, no later than fifteen days following the workshop and (2) proposing a network for implementing and maintaining dialogue between secondary and community college vocational personnel. (Sec. 131)

VTP-3503

To Develop Camera Ready Copies of How to Use AIASA in Class.
Project Director: Van Dyke, Arvid
Organization: Virginia State Coll., Petersburg
Address: Petersburg, VA 23803
Funding Period: Start Date 1 Oct 78; End Date 31 May 79
Fiscal Year Funding: $2,400
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract and/or Control No.: 133-78-15

Project staff will (1) prepare a guide for teachers to use with American Industrial Arts Student Association (AIASA) activities as a part of the curriculum, (2) develop activities and experiences for industrial arts students, and (3) provide a framework for future work by state industrial arts supervisory staff on curriculum development and organizational plans for the student association. These objectives will be accomplished by developing lists of curriculum and organizational goals for industrial arts, surveying advisors and supervisors to select activities and chapters suited for AIASA activities, obtaining materials from other sources for writing a rough draft to be reviewed by state personnel, and revising and delivering final copies to Industrial Arts Education Service for distribution. (Sec. 133)

VTP-3504

The Development of Camera Ready Copies of How To Start AIASA and Visuals for Use in Industrial Arts Courses.
Project Director: Bame, Allen
Organization: Virginia Polytechnic Inst. and State Univ., Blacksburg
Address: 107 Seitz Hall, Blacksburg, VA 24061
Funding Period: Start Date 1 Oct 78; End Date 30 Apr 79
Fiscal Year Funding: $2,398
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract and/or Control No.: 133-78-14

In an effort to enhance the development of American Industrial Arts Student Associations (AIASAs) thoughout Virginia, project staff will (1) develop ten copies of a slide/tape program to accompany the AIASA guide, (2) edit and prepare twelve camera-ready copies of "How to Start AIASA," and (3) develop a set of transparency masters to accompany the guide. (Sec. 133)

VTP-3505

Development of Curriculum Guides for Three Consumer and Homemaking Specialized Courses.
Project Director: Lester, Rosalyn M.
Organization: Radford Coll., Va.
Address: P.O. Box 5797, Radford, VA 24142
Funding Period: Start Date 1 Oct 78; End Date 31 May 79
Fiscal Year Funding: $5,900
Sponsoring Agency: Virginia State Dept.of Education, Richmond
Contract and/or Control No.: 133-78-3

Twelve high school teachers, identified by area supervisors, will participate in a three-day workshop to develop a competency-based curriculum guide for each of the following semester-long courses: food management, clothing management, and home management-consumer education. Project staff will develop an instrument to be used by three area or local supervisors and six teachers in critiquing the guides. The project director and state supervisor will then review, edit, and revise the curriculum guides. Camera-ready copies of the curriculum guides will be delivered to the Research Coordinating Unit. (Sec. 133)

VTP-3506

The Development, Procurement, and Dissemination of Agricultural Education Instructional Materials.
Project Director: Clouse, James P.
Organization: Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education
Address: Blacksburg, VA 24061
Funding Period: Start Date 15 Aug 78; End Date 31 May 79
Fiscal Year Funding: $20,000
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract and/or Control No.: 133-78-3

To better prepare Virginia agricultural education teachers to serve the needs of students at the secondary and adult levels, this project will develop, purchase, and disseminate agricultural education instructional materials. Faculty members in the College of Agriculture and the College of Education at Virginia Polytechnic Institute and State University (VPI&SU) will write fifteen technical publications and nine professional education publications for use by Virginia agricultural education instructors, three publications for use by Virginia agricultural education instructors in operating local FFA chapters, and one publication for organizing and operating continuing education programs in local education departments. The publications will be printed at VPI&SU printing facilities. Two technical agricultural publications will be purchased, at a volume rate, for use by Virginia agricultural education instructors. The developed and purchased publications will be disseminated at area meetings or at the Virginia Agricultural Education Teachers Conference. (Sec. 133)

VTP-3507

The Identification of the Full Costs of Vocational Education in Five Selected Virginia School Divisions for the School Year 1977-78.
Project Director: Salmon, Richard G.
Organization: Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education
Address: 108 Lane Hall, Blacksburg, VA 24061
Funding Period: Start Date 15 Oct 78; End Date 15 May 79
Fiscal Year Funding: $20,000
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract and/or Control No.: 131-78-4

Total costs of several vocational education programs for five selected Virginia school divisions will be determined, and a possible system to periodically identify such costs will be developed in this project. Data collection instruments, suitable for use in a broader study at a later date, will be developed through a pilot test in one school division and implementation in the other four divisions. A brief overview of the literature will be developed relevant to current procedures used to determine full vocational education program costs. An oral and written final report will be submitted to the project advisory committee and the state department of education. (Sec. 131)

VTP-3508

Learning Module Development for Industrial Cooperative Training.
Project Director: Duenk, Lester G.
Organization: Virginia Polytechnic Inst. and State Univ., Blacksburg
Address: 222 Lane Hall, Blacksburg, VA 24061
Funding Period: Start Date 15 Aug 78; End Date 31 May 79
Fiscal Year Funding: $2,100
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract and/or Control No.: 133-78-11

A three-credit, tuition-reimbursed graduate course on learning module development and utilization in cooperative education will be offered to industrial cooperative training coordinators. The course will cover (1) concepts of individualizing instruction, (2) establishing and justifying program content, (3) prerequisite student skills, (4) developing vocational instructional objectives, (5) instructional strategies, (6) learning module basics, (7) developing the module, (8) using the module, (9) monitoring student progress, and (10) managing the individualized learning system. The course will be taught at Groveton High School in Alexandria, Virginia during the fall quarter of 1978. (Sec. 133)

VTP-3509

New Curriculum Materials Development Project for Trade and Industrial Education.
Project Director: Duenk, Lester G.
Organization: Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education
Address: 304 Lane Hall, Blacksburg, VA 24061
Funding Period: Start Date 15 Aug 78; End Date 31 May 79
Fiscal Year Funding: $3,500
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract and/or Control No.: 133-78-2

Three trade and industrial education publications--curriculum guide for power mechanics, study guide for floorcovering, and study guide for carpet laying--will be completed and submitted to the State Department of Education for review and approval along with the already-completed curriculum guide for vocational welding and curriculum guide for air conditioning/refrigeration. Three hundred copies of the welding, air conditioning/refrigeration, and power mechanics curriculum guides and 200 copies of the carpet laying and floorcov-

ering study guides will be printed. Major dissemination of the publications will be conducted at the 1979 Trade and Industrial Education Conference; however, fifty copies of the guides will be sent to the Virginia State Department of Education's Public Information and Publications Office to be used for out-of-state sale requests and distribution. The remainder of the guides will be sent to the State Department of Education's Trade and Industrial Education Service to answer requests by trade and industrial educators and administrators for copies to use with new teachers and in inservice activities. (Sec. 133)

VTP-3510

A Plan to Revise Occupational Home Economics Curriculum Guides in Clothing Occupations, and Home and Institutional Occupations, and Develop a Curriculum Guide for Adult Instruction in Home Economics Education.
Project Director: Dewald, Margaret R.
Organization: Virginia Polytechnic Inst. and State Univ., Blacksburg
Address: 304 Lane Hall, Blacksburg, VA 24061
Funding Period: Start Date 1 Oct 78; End Date 31 May 79
Fiscal Year Funding: $6,000
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract and/or Control No.: 133-78-12

Three curriculum guides will be developed using the expertise of currently employed home economics teachers in Virginia. The competency-based curriculum guides will include competencies, generalizations, suggested learning activities, criterion-referenced measures, and suggested resources. Eighteen home economics teachers, six from clothing occupations, six from home and institutional occupations, and six from adult instruction will be selected on the basis of recommendations from the local and regional supervisors and peers and given release time so that they may participate in a four-day workshop to develop the guides. After the initial work session, held at Virginia Polytechnic Institute and State University (VPI&SU), teachers will return to their home locations and will be requested to make further additions and revisions to specific areas of the guides. The curriculum guides will then be mailed to VPI&SU where they will be further revised and typed. (Sec. 133)

VTP-3511

A Proposal for the Development of Camera-Ready Copies of Competency Catalogs with Criterion References for the Virginia Industrial Arts Curriculum.
Project Director: Ritz, John M.
Organization: Old Dominion Univ., Norfolk. Dept. of Vocational and Industrial Arts Education
Address: Norfolk, VA 23508
Funding Period: Start Date 1 Aug 78; End Date 31 May 79
Fiscal Year Funding: $20,000
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract and/or Control No.: 133-78-1

Project staff will develop subcontracts with Virginia teacher education institutions which offer industrial arts programs to undertake research and development of assigned criterion-referenced competency catalogs, (2) supervise the development of fifteen criterion-referenced competency catalogs for the state-approved industrial arts curriculum by teacher education institutions awarded subcontracts, (3) supervise the validation of fifteen criterion-referenced competency catalogs by the state-appointed advisory committees, and (4) prepare camera-ready copy of the fifteen catalogs to match the Virginia industrial arts program of studies. Catalogs will be developed in this project to provide the course contents which industrial arts teachers, supervisors, and teacher educators can apply in their curriculum development undertakings to improve their programs on a common body of attainable tasks and, consequently, become accountable for the knowledge, skills, and values that all students should possess as they leave approved Virginia industrial arts programs. (Sec. 133)

VTP-3512

Purchasing and Reproducing V-TECS Catalogs and Other V-TECS (CBI) Materials.
Project Director: Elson, Donald E.
Organization: Virginia Polytechnic Inst. and State Univ., Blacksburg
Address: 222 Lane Hall, Blacksburg, VA 24061
Funding Period: Start Date 1 Oct 78; End Date 31 May 79
Fiscal Year Funding: $30,000
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract and/or Control No.: 133-78-9

The project will provide funds to (1) print up to twenty V-TECS catalogs which will be developed and made available to Virginia through the Vocational-Technical Education Consortium of States, (2) search for and secure copies of other V-TECS products (competency-based instructional materials) for possible use in Virginia and print the selected materials in sufficient quantity for vocational instructors, and (3) distribute all printed materials. (Sec. 133)

VTP-3513

Using Metrics in Industrial Arts.
Project Director: Bame, E. Allen
Organization: Virginia Polytechnic Inst. and State Univ., Blacksburg
Address: Blacksburg, VA 24061
Funding Period: Start Date 1 Oct 78; End Date 31 May 79
Fiscal Year Funding: $2,187
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract and/or Control No.: 133-78-16

This project will develop and produce a camera-ready copy and twelve printed copies of a guide to be used by industrial arts teachers to integrate the components and concepts of metric measurement into Industrial Arts Program of Studies. This will be accomplished by (1) organizing an advisory committee to provide guidance and review the project results; (2) developing the guide with student help; and (3) reviewing and revising the guide using the advisory committee, groups, teacher educators, and supervisors. (Sec. 133)

VTP-3514

Demonstration of Consumer Education Programs for Adults.
Project Director: Kesler, Ray M.
Organization: Monongalia County Vocational-Technical Center, Morgantown, W.Va.
Address: Morgantown, WV
Funding Period: Start Date 1 Sep 78; End Date 31 Aug 79
Fiscal Year Funding: $22,666
Sponsoring Agency: West Virginia State Dept. of Education, Charleston
Contract and/or Control No.: WV-79-E-8

In an effort to prepare the participants of this project to become wider consumers of goods and services, project staff will demonstrate a comprehensive year-long series of consumer education activities for adults. This objective will be accomplished by conducting a series of consumer education classes in the areas where participants reside which emphasize the needs of low income, fixed income, elderly, and single-parent adults. Classes will include health services and products, food buying, decision making, financial planning, housing, consumer rights, and consumer protection. (Sec. 132)

VTP-3515

Development of Procedures and Agreements which Enhance Student Articulation Between Secondary and Beyond-Secondary Vocational Education Programs and Between Public School and College Vocational Education Programs Offered Beyond the Secondary Level.
Organization: Fairmont State Coll., W. Va.
Address: Fairmont, WV 26554
Funding Period: Start Date 15 Jun 78; End Date 31 May 79
Sponsoring Agency: West Virginia State Dept. of Education, Charleston
Contract and/or Control No.: WV-78-R-6

In order to develop a set of model policies, procedures, and agreements which will enhance student articulation between and among secondary and postsecondary vocational programs, project staff will address questions to personnel in Barbour, Harrison, Marion, Monongalia, Preston, and Taylor counties concerning student counseling and orientation, program admissions requirements, course substitutions between and among programs, grant program graduate job placement, and follow-up. (Sec. 131)

VTP-3516

Development of Strategies for Providing Supportive Services to Qualified Handicapped and Disadvantaged Students Which will Enhance their Success in Regular Vocational Education Programs.
Project Director: Gorth, William
Organization: National Evaluation Systems, Inc., Amherst, Mass.
Address: 30 Gatehouse Road, Amherst, MA 01002
Funding Period: Start Date 25 Jun 78; End Date 10 Apr 79
Sponsoring Agency: West Virginia State Dept. of Education, Charleston
Contract and/or Control No.: 88

A set of guidelines to assist local school personnel in developing and implementing instructional strategies, tracking techniques, and curriculum materials will be developed in this project to enhance the quality of support services available to handicapped and disadvantaged students and to improve the degree of success these students can achieve in regular vocational education programs. An information search and a review of relevant ongoing projects in West Virginia will be conducted, and the collected data will be reviewed and critiqued by a task force selected by the West Virginia State Department of Education. (Sec. 131)

VTP-3517

Exemplary Vocational Exploration Program (Continuation).
Project Director: Sommer, A. E., Jr.
Organization: Mason County Vocational Center, Point Pleasant, W.Va.
Address: Point Pleasant, WV
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $2,166
Sponsoring Agency: West Virginia State Dept. of Education, Charleston.
Contract and/or Control No.: WV-79-E-1

The purpose of this project is to conduct a program which uses a unit approach to interrelate school curriculum and pre-vocational exploration. The pupils will explore the industrial occupation exploratory laboratory groupings as defined in Guide for Establishing Programs of Vocational Exploration. The pupils will be given a change to observe occupations in manufacturing, construction, transportation, and the fine arts and humanities. The pupils will study these occupational families through mini pre-vocational explorations. Simple tasks in simulated work environments will be performed by the pupils during these explorations. Tools, materials, products, and procedures characteristics of given work settings will be used. (Sec. 132)

VTP-3518

Field Test and Demonstration Services for Competency-Based Emergency Medical Technical Curriculum.
Project Director: Spotts, Sue Ann
Organization: Mineral County Vocational-Technical Center, Keyser, W. Va.
Address: P.O. Box 848, Keyser, WV 26726
Funding Period: Start Date 15 Jun 78; End Date 31 May 79
Sponsoring Agency: West Virginia State Dept. of Education, Charleston
Contract and/or Control No.: WV-78-E-7

An existent emergency medical technical (EMT) curriculum will be implemented, evaluated, and revised in this project. Project staff will conduct field tests to determine areas of curricular or management weakness of the curriculum and a dissemintion workshop for twenty-five state EMT instructors on using the final curriculum. (Sec. 133)

VTP-3519

Non-Paid Work Experience Program (Continuation).
Project Director: Hammond, James D.
Organization: Webster County High School, Upperglade, W. Va.
Address: Upperglade, WV
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $5,056
Sponsoring Agency: West Virginia State Dept. of Education, Charleston
Contract and/or Control No.: WV-79-E-2

During the third year of this project, project staff will conduct a placement and assistance program which provides on-the-job experience as part of vocational educational programs. Students will be placed in thirteen weeks of job experience related to their vocational education program. Transportation and insurance will be provided to the students. (Sec. 132)

DO NOT FILM THIS PAGE

Project Titles by State

Alabama	Developing a Multi-Exit Training Program for Special Needs Students.	VTP-3404
	Dissemination of Occupational Information.	VTP-3405
	Effective Vocational Training Procedures for EMR Students.	VTP-3406
	Informational Statistics.	VTP-3407
	Vocational Education Handicapped Awareness Program.	VTP-3408
	Vocational Evaluation and Exploration for Eighth and Ninth Grade Educable Mentally Retarded Students.	VTP-3409
	Vocational Technical Articulation Project.	VTP-3410
Georgia	Adopting Existing Group-Structured Curriculum at Augusta Area Technical School to a Performance-Based Curriculum Geared to the V-TECS Catalogs.	VTP-3411
	Third Year of a Project to Develop a Model Comprehensive High School with an Emphasis on Community-Based Vocational Education Programs.	VTP-3412
Idaho	Forestry/Ranching.	VTP-3413
	Nutrition for Disadvantaged.	VTP-3414
	Satellite Operating Room Technology.	VTP-3415
	Therapy Technician Assistant.	VTP-3416
Illinois	Competency Based Curriculum for Agricultural Occupations Phase II.	VTP-3417
	Comprehensive Information Program and Services for Vocational Education.	VTP-3418
	Consortium of Vocational Educators and Employers: 1978-1979.	VTP-3419
	Criteria, Instruction of Handicapped.	VTP-3420
	Development of Curriculum Resource Guides for New and Emerging Occupations in Illinois.	VTP-3421
	Diffusion Center for Exemplary Occupational Education Programs for H & D Students.	VTP-3422
	Finance and Credit Curriculum Research—Phase II.	VTP-3423
	Implementation of Clothing/Apparel, Accessories and Home Furnishings Merchandising Curriculum in Secondary School—Phase II.	VTP-3424
	Modular Curriculum Guides for Homemaking as a Career.	VTP-3425
	Parenthood Education: A Curriculum Development.	VTP-3426
	Phase II—Develop Competency-Based Curriculum Guides for Graphic Arts Vocational Programs.	VTP-3427
	Planning and Dissemination Project for Vocational Education Phase II.	VTP-3428
	Project MAVE (Model for Articulated Vocational Education).	VTP-3429
	Public Service Practicum Curriculum Guide Project.	VTP-3430
	Study of the Nontraditional and Social Impact of Vocational Education on Individuals in Illinois.	VTP-3431
	Sycamore FBCE Implementation/Demonstration Center.	VTP-3432
	V-TECS/Vocational-Technical Consortium of States.	VTP-3433
	Workshop Series for Staff Development and External Funding of Bilingual Vocational Training and Job Placement in Illinois.	VTP-3434
Indiana	Perry County Operational Plan to Implement Performance-Based Vocational Education.	VTP-3435
	Welding: Performance Based.	VTP-3436
Iowa	Career Curriculum in Industrial Arts.	VTP-3437

Kansas	Evaluation and Revision of Curriculum Materials for Farm Business Analysis.	VTP-3438
	Evaluation of Horticulture Core Curriculum.	VTP-3439
	Implement and Evaluate Curriculum Material Developed for Young Farmer Chapters.	VTP-3440
	Implement and Evaluate Curriculum Materials Developed for Young Farm Wives.	VTP-3441
	Need Assessment and Development of Post-Secondary Farm and Ranch Management Curriculum.	VTP-3442
	Proposed Competency and Course Development for Introduction to Grain Handling and Storage.	VTP-3443
	Revision and Updating Vocational Agriculture Core III.	VTP-3444
	Small Business Management Program.	VTP-3445
Kentucky	Analysis of Sex-Role Stereotyping and Sex Bias in Secondary Vocational Education in Kentucky.	VTP-3446
	Design, Develop, Field Test, and Revise a Model Specialized Program to Meet Manpower Needs for Fashion Merchandising in Kentucky.	VTP-3447
	Develop Individualized Competency-Based Modules for Employability Skills for Vocational Students.	VTP-3448
	Developing Teacher Competencies in Working With Handicapped Students.	VTP-3449
	Development of Competency-Based Teaching Units for Group Instruction in Production Agriculture.	VTP-3450
	Dissemination and Diffusion Program in Kentucky Vocational Education.	VTP-3451
	Model Office Program with an Interchange of Work between Two Separate Model Office Classes within the Same School.	VTP-3452
Maryland	Age and Vocational-Technical Teachers: Inservice Needs, Attitudes and Retirement.	VTP-3453
	Employment Access for Displaced Homemakers.	VTP-3454
	Police Services Orientation.	VTP-3455
Minnesota	Feasibility Test of Post-Secondary Distributive Education Program Evaluation Standards and Criteria.	VTP-3456
	PLATO—(Phase III).	VTP-3457
Mississippi	Vocational-Technical Education Consortium of States (V-TECS).	VTP-3458
Nebraska	Nebraska Vocational Curriculum Resource Center.	VTP-3459
North Dakota	Audio-Visuals for Special Needs in Occupational Home Economics.	VTP-3460
	Development of a Common Program of Study for Welding in North Dakota Secondary Schools.	VTP-3461
	Establishment of a Consumer Information Dissemination Plan for Teachers.	VTP-3462
Oklahoma	Development and Delivery of Packaged Programs on Nontraditional Training Opportunities in Vocational Education.	VTP-3463
	Model Program to Eliminate Sex Stereotyping.	VTP-3464
Pennsylvania	Agriculture Resources (Continuation of 84-8002).	VTP-3465
	Design of an Educational Program for a Training Center for Railroad Equipment Maintenance Occupations.	VTP-3466
	Development of Instructional Materials in Anatomy and Physiology for Vocational Health Occupations.	VTP-3467
	Diffusion of Instructional Modules for Cooperative Diversified Occupations.	VTP-3468

	Establishment of a Coordinated Cooperative Education Program in Clearfield County.	VTP-3469
	IDECC Consortium Membership.	VTP-3470
	Middle School Learners' Attitudes Toward Home Economics as Related to Classroom Goal Structures.	VTP-3471
	Preparation of V-TECS Catalog—Heavy Equipment Mechanic (Continuation).	VTP-3472
	Program of V-TECS Catalog—Solar Heating Mechanic (Continuation).	VTP-3473
	Project Management for Production of Film on Adapting Equipment for the Handicapped.	VTP-3474
	Task Level Articulation between Secondary and Postsecondary Vocational Programs in Electronics Technology.	VTP-3475
	Task Level Articulation: Secondary and Postsecondary Vocational Education Programs.	VTP-3476
	Vocational-Technical Education Consortium of States (V-TECS) Membership.	VTP-3477
Tennessee	Continuation of an Exemplary Child Care and Guidance Program for a Second Year at Hillwood High School.	VTP-3478
	Design and Implementation of an Articulated Guidance and Placement Program in Comprehensive High School and Vocational Centers.	VTP-3479
	Design and Implementation of an Articulated Guidance and Placement Program in Sullivan Central and Sullivan East Comprehensive High Schools.	VTP-3480
	Exemplary Program Designed to Enroll Males in Shorthand.	VTP-3481
	Greene County Guidance Placement Program.	VTP-3482
	Placement Services in Relation to the Success of Vocational Programs.	VTP-3483
	Request to Include Existing Guidance Counselors from Four Counties in the Development and Implementation of a Comprehensive Guidance Program in Grades 7-12.	VTP-3484
	Summer Experience in Prevocational Education.	VTP-3485
Texas	Development of Occupational Investigation Resource Materials.	VTP-3486
	Identification and Analysis of New Occupations in Distributive Occupations.	VTP-3487
	Mainstreaming Handicapped Students in Vocational Education.	VTP-3488
	Proto-Type Occupational Choice Model for Disadvantaged Youths in Rural Schools.	VTP-3489
	Secondary School Data Processing Program Research Project.	VTP-3490
	Special Occupational Skills Project for Power Equipment Training for the Handicapped.	VTP-3491
	System for the Sequential Vocational Training and Placement of Handicapped Students.	VTP-3492
	Taylor ISD Guidance Information System.	VTP-3493
	Technical/Occupational Articulation.	VTP-3494
	Training in Vocational Assessment for the Handicapped.	VTP-3495
	Vocational Oriented Reading for Limited English-Speaking.	VTP-3496
	Vocational Program Development/Rural Setting—A Plan of Action.	VTP-3497
Vermont	Artistic Related Trades.	VTP-3498
	Farm Instructor Project.	VTP-3499
	Multi-Occupations Lab.	VTP-3500
	Summer Vocational Exploratory Program.	VTP-3501

Virginia	Articulation Workshop for Key Secondary and Community College Vocational Education Personnel.	VTP-3502
	Develop Camera Ready Copies of How to Use AIASA in Class.	VTP-3503
	Development of Camera Ready Copies of How To Start AIASA and Visuals for Use in Industrial Arts Courses.	VTP-3504
	Development of Curriculum Guides for Three Consumer and Homemaking Specialized Courses.	VTP-3505
	Development, Procurement, and Dissemination of Agricultural Education Instructional Materials.	VTP-3506
	Identification of the Full Costs of Vocational Education in Five Selected Virginia School Divisions for the School Year 1977-78.	VTP-3507
	Learning Module Development for Industrial Cooperative Training.	VTP-3508
	New Curriculum Materials Development Project for Trade and Industrial Education.	VTP-3509
	Plan to Revise Occupational Home Economics Curriculum Guides in Clothing Occupations, and Home and Institutional Occupations, and Develop a Curriculum Guide for Adult Instruction in Home Economics Education.	VTP-3510
	Proposal for the Development of Camera-Ready Copies of Competency Catalogs with Criterion References for the Virginia Industrial Arts Curriculum.	VTP-3511
	Purchasing and Reproducing V-TECS Catalogs and Other V-TECS (CBI) Materials.	VTP-3512
	Using Metrics in Industrial Arts.	VTP-3513
West Virginia	Demonstration of Consumer Education Programs for Adults.	VTP-3514
	Development of Procedures and Agreements which Enhance Student Articulation Between Secondary and Beyond-Secondary Vocational Education Programs and Between Public School and College Vocational Education Programs Offered Beyond the Secondary Level.	VTP-3515
	Development of Strategies for Providing Supportive Services to Qualified Handicapped and Disadvantaged Students Which will Enhance their Success in Regular Vocational Education Programs.	VTP-3516
	Exemplary Vocational Exploration Program (Continuation).	VTP-3517
	Field Test and Demonstration Services for Competency-Based Emergency Medical Technical Curriculum.	VTP-3518
	Non-Paid Work Experience Program (Continuation).	VTP-3519

National Institute of Education Projects

Resumes

The resumes presented in this section describe research and development projects related to vocational education funded by the National Institute of Education (Department of Health, Education, and Welfare).

Areas which receive concentrated attention from the National Institute of Education include basic skills, dissemination, finance and productivity, education and work, educational equality, and school capacity for problem solving.

Resumes are arranged alphabetically by state and then by title within each state.

Complete names and addresses are provided for the individuals or organizations conducting the project.

NIE-1

The Impact of Experience in Previous Occupations on a Person's Current Occupation.
Project Director: Angle, John
Organization: Arizona Univ., Tucson. Dept. of Sociology
Address: Tucson, AZ 85721
Funding Period: Start Date 1 Jan 78; End Date 31 Dec 78
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

This research project will estimate the impact of experience in particular kinds of occupations on the nature of future occupations for young adults in the U.S. labor force and then use these estimates to predict the most likely careers of young people entering the typically available occupations open to people of their educational and skills levels. Data for this research will be from surveys of a sample of the U.S. population aged fifteen to twenty-four in 1966, 5,000 young men and 5,000 young women of whom were interviewed by the Center for Human Resource Research at the Ohio State University in cooperation with the U.S. Bureau of the Census and who have been reinterviewed at regular intervals since. The central task of the project is to estimate the parameters of a set of equations in which current occupational characteristics are predicted from (1) background social statuses (2) demographic characteristics, (3) education, (4) vocational training, (5) length of time in current occupation, and (6) amount of experience in occupations of a particular type, as well as certain interaction terms. This research will help vocational guidance counselors to identify entry occupations which will maximize the earnings and occupational prestige of a young person with a given set of social characteristics and educational and vocational preparation. Predictions could be made for about ten years into the future, i.e., career ladders could be identified. Entry occupations which do not lead to higher earnings or prestige–career dead ends could also be identified.

NIE-2

Descriptive Study of the Distribution of Federal, State, and Local Vocational Education Funds.
Project Director: Hoachlander, E. Gareth
Organization: California Univ., Berkeley, School of Education.
Address: Berkeley, CA 94720
Funding Period: Start Date 30 Sep 78; End Date 31 Aug 79
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

The purpose of this study is to provide an objective and authoritative account of the ways in which federal, state, and local funds are distributed among and utilized by vocational programs and the extent to which combined expenditures from all three levels of government contribute to realizing the purposes of federal policy. The three major phases of this study are (1) the consolidation of valid, existent vocational education descriptive data into a single, computerized file; (2) an analysis of states' distribution policies for federal, state, and local matching funds based on information available for state education agencies; and (3) a description of the distribution and utilization of vocational education dollars by institutions, based on a national sample. In Phase I, the study will examine state and federal data sets pertaining to vocational education resources, and a data file of the most reliable elements will be developed. Phase II will examine the policies states establish to allocate federal and matching state funds, the priorities that are assigned to distribution of the funds, and the process by which funds are allocated. The scope of work will include a summary of the level funding and the formulae and decision rules by which funds are allocated in each state; a critical analysis of state plans, accountability reports, and evaluations as they affect resource distribution; an analysis of states' reported distributions to local educational agencies; and an analysis of the organizations and formal and informal processes in each state through which resource distribution decisions are made. The third phase of the project will examine the distribution of funds at the institutional level. The project will conduct a survey of selected sample sites in each state that represent a broad range of demographic and socioeconomic characteristics. Information gained from this survey and the previous project studies will be used to examine distribution of resources as a function of services, occupations, target populations, enrollments, and governmental levels.

NIE-3

Early Adolescents at Work: Effects of Part-time Employment.
Project Director: Greenberger, Ellen
Organization: California Univ., Irvine.
Address: Irvine, CA 92717
Funding Period: Start Date 15 Sep 78; End Date 14 Sep 79
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

The objectives of this project are to provide in-depth descriptive information on the nature of a number of model adolescent work settings and to relate information regarding the actual work environments and specific work experiences of early adolescents to types of literacy affected by working: school performance, psychosocial and interpersonal development, occupational attitudes and aspirations, and economic power. Standardized job classification systems and on-the-job observations will be used to measure work status, job type, job dimensions, and job events. The major dependent variables encompassing literacy, school performance, psychosocial and interpersonal development, and occupational attitudes and aspirations will be assessed though questionnaires and intensive interviews. The design of the proposed investigation includes cross-sectional and longitudinal components. Working and nonworking youths will be compared along each of the dependent measures; and within the group of working youths, a comparison of adolescents holding different types of jobs will be made. Additionally, associates between various aspects of the work experience and the dependent measures will be examined. The original sample of nonworking youths will be followed over a one-year period to explore more fully relations between changes in work status and work experiences and changes in literacy, school performance, psychosocial maturity and interpersonal relations, occupational attitudes and aspirations, and economic power.

NIE-4

EBCE: Dissemination and Knowledge Building.
Project Director: Rusteika, G.
Organization: Far West Lab. for Educational Research and Development, San Francisco, Calif.

Address: 1855 Folsom Street, San Francisco, CA 94103
Funding Period: Start Date 1 Jun 78; End Date 30 Nov 79
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C., Teaching and Learning/Home, Community and Work.

The purpose of this project is to provide technical assistance to state agenices and local school districts in their efforts to integrate into the regular curriculum experience-based career education (EBCE) programs that match student academic and career interest needs with community opportunities for exploration. EBCE is designed to be an academically-oriented, community-based individualized career exploration program used to bridge the gap between school and community and between study and experience through programmatic emphases in basic skills, life skills competencies, and academically-focused and varied career exploration. EBCE is designed to serve a cross section of students ranging from seventh grade through adults; the largest target group currently is senior high school students. All students are volunteers, and efforts are made, except in those cases where the program is targeted at special needs, to recruit the broadest range of students possible.

NIE-5

Evaluation of the Replication and Field Test of the Career Intern Program.

Project Director: Tallmadge, G. Kasten
Organization: RMC Research Corp., Mountain View, Calif.
Address: 2570 West El Camino Real, Mt. View, CA 94040
Funding Period: Start Date 30 Apr 78; End Date 2 Apr 79
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

The purpose of this project is to evaluate the replication and field test of the Career Intern Program (CIP). This first task will include analyzing the processes and criteria used in selecting the four replication sites in Seattle, Detroit, New York, and Hudson Valley (Poughkeepsie); assessing the staffing, training, and other start-up activities; evaluating the operation of each of the four programs; and analyzing the problems encountered to identify the causes and prescribe preventative measures that might be used in further replications. The second task will involve assessing the impact of the CIP by evaluating the benefits that interns derive from participating in the program. Control and treatment groups will be evaluated on academic achievement in reading and mathematics, self-concept, and career awareness and locus of control (the extent to which individuals feel they are in control of their lives). The number of students who graduate from high school, obtain meaningful employment, and enter postsecondary education programs will be determined for each group through follow-up studies. As part of the third task, the project will determine the cause-effect relationship that exist between various features of the programs and the effect the program has made on the participating youths. Interviews will be conducted with interns, their parents, program staff, and community resource persons. Classroom observations, participant observation, and other ethnographic techniques will be used to analyze program dynamics. The final task of the project will be to compare CIP to other programs having similar objectives and serving similar target groups. This task will focus on the student outcomes and per-pupil costs.

NIE-6

Occupational Mobility and Transferable Skills: An Analysis of Differences Among Occupations in the Amount of Favorable and Unfavorable Mobility.

Project Director: Pomer, Marshall I.
Organization: California Univ., Santa Cruz.
Address: Santa Cruz, CA 95064
Funding Period: Start Date 1 Oct 77; End Date 30 Sep 79
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

This study will compare occupations in terms of the degree to which they lead to favorable (or unfavorable) occupational mobility. Differences in the amounts of favorable mobility will be explained in terms of the skill characteristics of occupations and by institutional and structural characteristics of occupations. Occupational mobility will be defined a a change from one narrowly defined occupation to another. Whether an occupational change represents favorable or unfavorable mobility will be determined by whether the job change involves a change in socioeconomic stratum. Three nationally representative samples will provide data on occupational mobility: (1) a sample of the 1970 census, (2) a panel study of income dynamics, and (3) the national longitudinal surveys. Information on skill characteristics will be obtained from the "Dictionary of Occupational Titles." The extent of favorable and unfavorable mobility is an indicator of how well the labor market operates in the interest of workers. A large amount of unfavorable mobility indicates a need for corrective educational policies. By relating mobility to skill characteristics of occupations, this study may be able to identify transferable skills. By relating mobility to structural characteristics of occupations as well as to skills, this study may provide new material for the debate over whether social policy should be aimed at changing workers or at changing the structure of the labor market.

NIE-7

Work Values.

Project Director: Peterson, Bob
Organization: Far West Lab. for Education Research and Development, San Francisco, Calif.
Address: 1855 Folsom Street, San Francisco, CA 94103
Funding Period: Start Date 1 Dec 77; End Date 30 Nov 78
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Based upon the assumption that work-related values taught by educators help determine adult attitudes and job satisfaction, this project seeks to identify, understand, and assist education efforts to teach about work. Questions addressed by this study will include determining if there is a significant role for schools in the development of work values; if there is a usable base of knowledge about work to support substantive education practices; and what additional steps are needed to enable schools to assume positive roles. Four tasks included in this project are a review and systematic analysis of major issues and trends in the nature of work and work attitudes; a survey of groups whose values are important factors in defining educational objectives and teaching about work; an assessment of the relative importance of education in relation to other factors in affecting youth attitudes about work; and consultation with experts from a variety of fields to develop recommendations for career education, vocational education, and other work-related education programs.

NIE-8

Perceptions, Expectations and Career Formation.

Project Director: Dresch, Stephen P.
Organization: Institute for Demographic and Economic Studies, New Haven, Conn.
Address: Room 214, 155 Whitney Avenue, New Haven, CT 06510
Funding Period: Start Date 1 Oct 78; End Date 30 Jun 79
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

The major objectives of this study are to identify (1) the mechanisms by which perceptions of career opportunities and expectations regarding career outcomes are molded and constrained at various stages of the individual's career history; (2) the processes by which these perceptions and expectations are modified by individuals over the course of their careers and by successive groups of individuals, in response to changes in the objectives social and economic environment; and (3) the consequences for various subpopulations of discrepancies between perceptions and expectations and actual events. This study sill utilize longitudinal data gathered on a group of individuals first observed in high school and followed over a five-year period after high school, with one follow-up survey conducted as part of this project. These career histories, including subjective perceptions and expectations at various stages, will be analyzed in the context of an extensive set of state and change variables describing the social and economic conditions prevailing in local areas. The study will be particularly concerned with factors underlying the changing career decisions, expected long-term labor market associations, and fertility expectations of women. Also of particular interest is the assessment of the likely consequences of and responses to major prospective changes in the relative labor market conditions facing highly educated workers.

NIE-9

Career Development Potential and Validty of a Competency-Based Credential for Child Care Staff.

Project Director: Pettygrove, Willa
Organization: Iowa State Univ., Ames.
Address: Ames, IA 50010
Funding Period: Start Date 1 Oct 77; End Date 30 Sep 78
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

This project is a study of the validity of the competency-based Child Development Associate (CDA) credential assessment and of the relation of the CDA to career development for women. The CDA has been supported by the Office of Child Development and by child care professionals as a means to meet the growing demand for qualified child care staff and to acknowledge the competence of persons currently employed in child care. The CDA credential appears to offer the opportunity for upward employment mobility to women who dominate the teaching and child care professions. To date, evidence on this opportunity has not been collected. There is a particular need to investigate whether competencies required for the CDA can be generalized and lead to success in other jobs in a career ladder. Classroom staff who have received the CDA credential will be compared with staff who have not on three measures: a written assessment of knowledge related to competencies, a rating of job performance by their supervisors, and a questionnaire on their work and life history. Data from the comparisons will be used to analyze the relationship of the CDA competencies to knowledge required for a college degree in Child Development, and to an external criterion of job success. Personality and opportunity factors which may contribute to success will also be analyzed. A content analysis of competency lists will also be used to delineate possible career ladders incorporating the CDA. By examining the one aspect of career development for women and by examining the career development potential

of competency-based job assessments, this research will provide general implications for career development.

NIE-10

Pre-Occupational Preferences, and Occupational Attainment: Career Development Through Early Adulthood.
Project Director: Alexander, KarlCook, Martha
Organization: Johns Hopkins Univ., Baltimore, Md. Dept. of Social Relations.
Address: 34th and Charles Streets, Baltimore, MD 21218
Funding Period: Start Date 1 Oct 76; End Date 30 Mar 79
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Employing longitudinal data on a national sample of youth, this project will examine the processes through which preoccupational interests are formed and, subsequently, translated into occupational preferences and attainments. Using a synthesis of psychological, sociological, and economic approaches in the study of career development processes the project will seek to determine the relative importance of abilities, ascribed characteristics, interpersonal relations, and environmental constraints in the development of adolescents' prevocational interests and their eventual occupational preferences and attainments. Structural equation modeling will be used as a major mode of analysis.

NIE-11

Validation Criteria for Job Adjustment of Disadvantaged Youth.
Project Director: Mitra, Sudhansu
Organization: Coppin State Coll., Baltimore, Md.
Address: Baltimore, MD 21216
Funding Period: Start Date 1 Feb 77; End Date 31 Dec 79
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

In cooperation with the Mayor's Office of Manpower Resource in Baltimore, this project will examine how educational experiences and programs sponsored by the Comprehensive Employment and Training Act can better prepare disadvantaged individuals to perform successfully in a number of jobs or occupations. The central concern of this study is the transition from training to work. Baltimore Harbor City Learning Program (HCL), co-sponsored by the Mayor's Office of Baltimore Public School System, has been selected to serve as the laboratory for this field research because it offers experience-based career education, and its student body consists of disadvantaged youth. The major purpose of the study is to determine what skills, abilities, or attributes enable an individual to adapt successfully to new jobs or occupations. The experience of a select group of individuals will be analyzed to determine the nature of constraints that influence job changes and to identify the types of skills, abilities, and aptitudes that differ from those required for work performance. Two parallel studies will be conducted on concurrent validation and predictive validation for job adjustment. HCL graduates who have been continuously employed for six months will participate in tests designed to derive predictor variables representing abilities, interests, and aptitudes. A stepwise regression analysis of the predictor variables will be conducted for the criterion of job adjustment to develop a multiple linear regression equation. A second group of subjects employed from HCL recruits will participate before they start training. The multiple regression equation developed from concurrent validation will be compared with the actual scores when the subjects complete six months' work experience.

NIE-12

Adaptation to Occupational Changes at Midlife: A Predictive Longitudinal Study.
Project Director: Osherson, Samuel D.
Organization: Harvard Univ., Cambridge, Mass. Medical School. Lab. of Social Psychiatry
Address: 74 Fenwood Road, Boston, MA 02115
Funding Period: Start Date 1 Mar 78; End Date 28 Feb 79
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

This study is designed to investigate how individuals adapt to occupational changes and to determine the importance of adolescent career preparation in coping with changes in work at later stages of life. This project will seek to specify the particular educable psychological skills and social resources involved in successful adaptation to occupational changes in order to develop curricula for teaching these skills to individuals. The importance of adolescent career preparation will be studied in its relation to later coping mechanisms in an effort to make more effective use of our educational resources. Attention will be directed to adult inservice training rather than adolescent preparation. The subjects of the study will be drawn from a male group who are at midlife experiencing a number of different types of occupational changes and for whom there exists extensive information on their career preparation from their college years. The 510 subjects will be surveyed on the quality of adaptation to their career transitions. Successful and inferior patterns will be predicted on the information of the subjects' adolescent career preparation. Specific groups of persons with successful and inferior adaptation to different occupational changes will be selected for an intensive three-year study of the process of adaptation, conducted with interview techniques and questionnaires designed for the study of psychological coping skills and social resources. The results of the study will be used in the development of educational curricula for teaching adaptive skills, use of resources in coping with occupational changes, effective use of education resources in adolescent career preparation, and adult inservice training.

NIE-13

Studies of State and Local Administrative, Compliance and Evaluation Practices for Vocational Education.
Project Director: Royster, Eugene
Organization: Abt Associates, Inc., Cambridge, Mass.
Address: 55 Wheeler Street, Cambridge, MA 02178
Funding Period: Start Date 23 Aug 78; End Date 22 Aug 79
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

The research goals of this project are to (1) determine the degree of state and local compliance with the Education Amendments of 1976 and the impact of federally mandated vocational education policy and practice on state and local vocational education activity, with particular attention to equal access to vocational education by the disadvantaged, women, and the limited English speaking; (2) learn about the ways in which state and local conditions affect the implementation of federal vocational education policy; (3) study the processes by which compliance with federal legislative mandates can be achieved; (4) determine whether results of assessments of program quality and effectiveness are used to manage or improve programs and with what results; (5) examine the criteria being used to evaluate program effectiveness at the state and local levels and to determine the consequences of specifying particular criteria in the Act; and (6) examine how the various and overlapping federal evaluation requirements interact with one another. The three elements of the study are an inventory of existent information on state legal, administrative, and evaluative practices for vocational education; the conduct of case studies of compliance/evaluation practices in fifteen states focusing on the means used in assessing the quality and effectiveness of vocational education programs, the consequences and utility of these assessments, and the impact of fund setasides, accountability, and planning requirements; and the preparation annually for three years of an analysis of legislatively mandated state and federal reports. Particular attention will be given to the impact of the Education Amendments of 1976 and their consequences in terms of insuring equal access to high quality vocational education opportunities.

NIE-14

A Study of the Responsiveness of the Consumer and Homemaking Education System.
Project Director: Blaess, Donna
Organization: CRC Education and Human Development, Inc., Belmont, Mass.
Address: 26 Brighton Street, Belmont, MA 02178
Funding Period: Start Date 1 Sep 78; End Date 31 Aug 79
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

The purpose of this study is to determine the responsiveness of the Consumer and Homemaking Education (C&HE) system of programs, activities, and services to the intent of the Education Amendments of 1976. The study will be conducted in these phases. Phase I will be a pilot study to develop and field test methods for collecting data; applying criteria of responsiveness at federal, state, and local levels, and providing preliminary data on the operation of a sample of C&HE programs. The study will be conducted at two local sites in each of two states. Phase II will involve ten states and will examine how federal leadership affects state C&HE programs and how state administrative systems in turn affect local C&HE programs. Phase III will focus on the responsiveness of the C&HE system at the local level, using five sites within each of the ten states used in Phase II. An intensive study will be conducted to determine whether present programs are meeting the demands on individuals and families as homemakers and consumers, and whether the C&HE system changes fast enough to keep up with consumer needs.

NIE-15

The Changing Circumstances of Life and Work in America and Their Impact on Under-Graduate Curricula.
Project Director: Soyster, Matthew
Organization: The Council on Learning, New Rochelle, N.Y.
Address: NBW Tower, New Rochelle, NY 10801
Funding Period: Start Date 1 Jul 78; End Date 1 Jul 79
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Papers and case studies dealing with major issues and problems concerned with work-education and higher education relationships in the dynamics of changing work-life situations will be prepared by authors from work, higher education, and government sectors. These papers and case studies will be the focal point of presentations and discussions featured at a major invitational conference to be held at the Harvard Graduate School of Education early in 1979. The results and findings of the conference will be published in special

issues of "Change Magazine" during mid-1979. Dissemination of the magazine will take place through the "Change Magazine" network and through the NIE dissemination network. The total dissemination effort will encompass distribution of approximately 50,000 copies of "Change Magazine".

NIE-16

A Comparative Analysis of the Job-Competency Perceptions of Employers, Employees, and Consumers of Services.
Project Director: Huff, Sheila
Organization: National Center for the Study of the Professions, Syracuse, N.Y.
Address: 606A Midtown Plaza, 700 E. Water Street, Syracuse, NY 13210
Funding Period: Start Date 1 Oct 78; End Date 31 Mar 79
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

This project proposes to collect data that will provide information on questions regarding the merits of various processes for gathering information on employer and employee perceptions of elements of competent job performance in social service positions by examining the extent of consensus and dissension within and among these groups. This study will add an important dimension to these popularly sought perceptions in seeking the perceptions of clients as to the dimensions of competent performance of social services workers serving them. Further, in exploring corollary research questions, the proposed study will begin to systematically unravel factors beyond employee characteristics which operate to limit opportunities of competent individuals to apply their talents and skills and progress along career paths.

NIE-17

Sex-Role Values in the Career Decision-Making Process.
Project Director: Tittle, Carol K.Chitayat, Deanna
Organization: North Carolina Univ., Greensboro. School of Education
Address: Greensboro, NC 27411
Funding Period: Start Date 1 Oct 76; End Date 30 Sep 79
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

The purpose of this project is to examine values related to sex roles in American culture as essential components of a valid theory of career decision making. The objectives of this project are to provide a definition of the domain of values related to sex roles and to examine the values held by high school students for important aspects of occupational and sex roles. The project will determine whether there is a set of sex-role related values that can be defined and that individuals can discriminate among. High school students in Grade 11 will be individually interviewed in the development and testing of the set of sex-role related values. Subgroups of the population classified by sex, sociocultural background, and economic status will be asked to rank and rate both sex-role related and occupationally-related values. Comparisons of the subgroups will show values held in common, as well as the overlap between the value sets. The project will develop a set of terms, operationally defined, which can be used in further research and also directly applied to the development of new materials and instruments in career education programs.

NIE-18

A Diagnostic Scheme of Career Planning and Adjustment Problems Throughout the Lifespan.
Project Director: Campbell, Robert E.
Organization: Ohio State Univ., Columbus. National Center for Research in Vocational Education
Address: 1960 Kenny Road, Columbus, OH 43210
Funding Period: Start Date 1 Jun 78; End Date 30 Nov 78
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

The purpose of this project is to develop a diagnostic scheme for use in adult career planning and in making adjustments to problems encountered in the work-related lifespan. A literature review will be conducted of existing adult career planning methods relative to work-related adjustment problems encountered through the lifespan; a career-planning scheme will be generated by consortia; and a preliminary design will be pilot tested to validate the scheme in one problem domain. The final report produced by this project will include a diagnostic scheme of career planning and adjustment problems encountered throughout the lifespan and the results of the pilot test of the diagnostic scheme conducted in one career planning and adjustment problem domain.

NIE-19

ERIC Clearinghouse on Adult, Career, and Vocational Education.
Project Director: Peterson, Marla
Organization: Ohio State Univ., Columbus. National Center for Research in Vocational Education
Address: 1960 Kenny Road, Columbus, OH 43210
Funding Period: Start Date 14 Sep 76; End Date 13 Sep 79
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

The Clearinghouse is responsible for identifying, acquiring, selecting, and processing educational documents and journal articles for inclusion in the ERIC system and for announcing them in "Resources in Education" (RIE), or "Current Index to Journals in Education" (CIJE). The scope of the Clearinghouse includes (1) adult and continuing (including non-work) education, formal and informal, including basic and literacy education, correspondence study, and all areas of inservice training relating to occupational, family, leisure, citizen, organization, and retirement roles; (2) career education, formal and informal, at all levels, encompassing career development materials relating to attitudes, aptidues, self-knowledge, and occupational information; (3) vocational and technical education, including new and emerging metally retarded, prisoners, discharged military, etc.), and law enforcement, police training, and criminology, and (4) education and work with related areas of manpower economics and manpower programs, school-to-work transition, occupational psychology and occupational sociology, internships, apprenticeships, on-the-job training and cooperative education, business/industry/labor relationships, and consumer education. Clearinghouse user services include preparation of bibliographies and information analysis papers on current topics of interest and critical problems in the field; question answering in response to user requests for information about ERIC services, document location, and referral to sources of information; and computer searches of the ERIC system for documents and journal articles relevant to specific problems.

NIE-20

Identification and Development of Generic Skills in the Health Care Setting.
Project Director: Alvarez, Kenneth
Organization: Bowling Green State Univ., Ohio.
Address: Bowling Green, OH 43402
Funding Period: Start Date 1 Oct 77; End Date 30 Sep 79
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

This three-phase project will (1) apply recently developed diagnostic skills to the profiling of generic abilities that correlate with successful work performance in business and health care settings; (2) assist in education programs that emphasize development of the correlate generic skills; and (3) identify and evaluate the varying patterns of competency acquisition among employees subject to a training program emphasizing generic skills development in order to examine the correlation between different patterns of skill acquisitions, the improvement of generic skills, and the improvement of work performance. Expected outcomes of the project include better empirical specifications of the character and transferability of higher generic skills; establishment of a generic skill development program in a health care setting for comparison with vocationally specific training programs; evidence that enhancement of generic skills correlate is with better work-related performance; and a competency-based diagnostic strategy and training curriculum easily transferable to similar health care and business institutions.

NIE-21

Knowledge Interpretation Project.
Project Director: Bhaerman, R.
Organization: Ohio State Univ., Columbus. National Center for Research in Vocational Education
Address: 1960 Kenny Road, Columbus, OH 43201
Funding Period: Start Date 1 Oct 78; End Date 30 Jun 79
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

This knowledge transformation project seeks to provide information about four areas of education equity (women, minorities, handicapped, bilingual) as they relate to the world of work. Major objectives are to (1) interpret existing reviews of research and disseminate the results in various forms for students, teachers, parents, the general public, school administrators, and policy makers; (2) develop a model for knowledge interpretation for large public audiences; (3) produce a Spanish version of a portion of the knowledge interpretation products as a means of reaching bilingual audiences; and (4) explore the use of mass media as a means of disseminating the products. The project will review educational materials already available through the National Center for Research in Vocational Education, particularly the ERIC information analysis and the National Center's state-of-the-art papers. An ERIC search will be conducted to locate further research, literature, and exemplary practices. An advisory panel, including representatives from each equity area, will be convened to assist with the validation and dissemination plans and product development. The specific products will be inserts for school newspapers, teacher editions, and news releases summarizing the major interpretations and application. These will be done in both English and Spanish. Four brochures, one for each equity area, will interpret and apply the issues and recommend relevant policy for decision makers. The anticipated result is that mass audiences will have understandable information to which they can respond directly and upon which they can act meaningfully.

NIE-22

Professional Education and Career Development in Social Work and Engineering: A Cross-Sectional Study of Adaptive Competencies in Experimental Learning.

Project Director: Kolb, David
Organization: Case Western Reserve Univ., Cleveland, Ohio
Address: Cleveland, OH 44106
Funding Period: Start Date 1 Oct 77; End Date 30 Sep 79
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

In addressing the need to deal effectively with the social and technological changes affecting the interrelationship between education and work, this project will study (1) the development of an applied theory of experiential learning, including a valid and practical learning theory that extends beyond the classroom into the world of work and beyond childhood into adulthood; (2) the development of a means for assessing those middle level, fundamental adaptive competencies which lie between general measures of intelligence and the specific behavioral analysis of job skills; (3) the development of a system describing the demand characteristics of work and learning situations; (4) a better understanding of the relationships between preparatory education and career development; and (5) a better understanding of the relationships between careers and adult developmental processes. This proposed study will develop and validate measures of fundamental adaptive competencies and demand characteristics found in learning and work situations based on experiential learning theory. A cross-section of master's degree students and graduate alumni from the social work and engineering schools at Case Western Reserve University will be studied in six cohort groups--graduating MS students and alumni groups, three, eight, thirteen, eighteen, and twenty-three years beyond graduation. Interviews and assessment procedures will be conducted with these groups to study relationships among professional education and adaptation, and performance and satisfaction at succeeding career steps.

NIE-23

Transferable Skills and Occupational Adaptability.

Project Director: Pratzner, Frank
Organization: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Address: 1960 Kenny Road, Columbus, OH 43210
Funding Period: Start Date 1 Jun 78; End Date 31 May 79
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

This project will build upon and continue earlier exploratory studies of occupational change and transferable skills. It has three essential activities. The first is to establish and use the services of a multidisciplinary panel of five consultants throughout the grant period; convene and conduct three national symposia; commission three experts to prepare, review, and synthesize reports; prepare a supplement to the "Catalog of Data Bases and Classification Schemes;" and prepare and field test a guide to assist practitioners in planning and facilitating development of occupational adaptability and transferable skills. In the second activity, initial lists of academic skills in computation and communication, as well as functional competencies and life performance situations in consumer economics and occupational adaptability that require those skills, will be expanded. Relationships between the academic skills in computation and communication and functional competencies required for these two domains will be identified. A national survey will be conducted to rate the significance of these life performance situations, relate their functional competency requirements to academic skills, and consider the focus of responsibility for teaching and learning them. The third activity is a follow-up study of past participants in the Columbia University counseling program known as DIG--Deeper Investigation of Growth. Approximately 100 participants, twenty from each of the last five years of program operation, will be surveyed to examine the impact of DIG system for analyzing and reporting skills on jobs subsequently sought and obtained and to provide information for the development of more useful procedures for describing and reporting acquired skills and abilities.

NIE-24

Careers in the Labor Market: Analysis of Types Characteristics, and Determinants of Individual Success.

Project Director: Dauffenbach, Robert C.
Organization: Oklahoma State Univ., Stillwater. Dept. of Economics
Address: Stillwater, OK 74074
Funding Period: Start Date 1 Jan 78; End Date 1 Aug 79
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

The purpose of this project is to provide information on career-pattern behavior, including data concerning occupational mobility, in an effort to assist educational planners in structuring educational career counseling systems that will prepare operations in terms of careers, and analyze the types and characteristics of careers, determinants of individual success in various careers, and factors underlying successful career shifts. Data on occupational change from the 1970 Census will be analyzed to determine the types of careers. Worker traits and job analysis data will be used to study the defining characteristics of each career. The National Longitudinal Survey of Young Men and Women will be used to assess the reasons for career and career-shift success.

NIE-25

EBCE: Education and Work Division.

Project Director: Hagans, R.
Organization: Northwest Regional Educational Lab., Portland, Oreg.
Address: 710 S.W. Second Ave., Portland, OR 97204
Funding Period: Start Date 1 Jun 78; End Date 30 Nov 79
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C., Teaching and Learning/Home, Community and Work.

The purpose of this project is to provide technical assistance to state agenices and local school districts in their efforts to integrate into the regular curriculum experience-based career education (EBCE) programs that match student academic and career interest needs with community opportunities for exploration. EBCE is designed to be an academically-oriented, community-based individualized career exploration program used to bridge the gap between school and community and between study and experience through programmatic emphases in basic skills, life skills competencies, and academically-focused and varied career exploration. EBCE is designed to serve a cross section of students ranging from seventh grade through adults; the largest target group currently is senior high school students. All students are volunteers, and efforts are made, except in those cases where the program is targeted at special needs, to recruit the broadest range of students possible.

NIE-26

Schools as Student Work Organizations.

Project Director: Duckworth, Kenneth E.
Organization: Center for Educational Policy and Management, Eugene, Oreg.
Address: 1472 Kincaid, Eugene, OR 97410
Funding Period: Start Date 1 Jun 78; End Date 30 Nov 79
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

This project will develop a new perspective on schooling in an effort to overcome some current impasses in educational research. Schools are conceptualized as providing work regimes for students which correspond to the "institutional myth" of schooling in America, socializing children for adult life in organization, and structuring the kinds of interaction possible to teachers and students. Long-term objectives of the project are to describe and account for general cultural beliefs about schooling, characterize variations in schoolwork regimes and their impact on students, and analyze how teachers and students negotiate the schoolwork assignments. The project will also clarify some of the social uses of work-related language in the governance and management of public education, and critique claims about the relationship between schoolwork and adult work. The sociological investigation of contemporary school systems will begin by mapping the schoolwork regime of a particular district, focusing on dimensions of production demand and student autonomy. A concurrent historical investigation will trace the sources of present school conceptions and structures to the purposes behind the development and mass secondary education in the United States during the period 1880-1920.

NIE-27

EBCE: Career Preparation.

Project Director: Quinn, M.
Organization: Research for Better Schools, Inc., Philadelphia, Pa.
Address: Suite 1700, 1700 Market Street, Philadelphia, PA 19103
Funding Period: Start Date 1 Jun 78; End Date 30 Nov 79
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C., Teaching and Learning/Home, Community and Work.

The purpose of this project is to provide technical assistance to state agenices and local school districts in their efforts to integrate into the regular curriculum experience-based career education (EBCE) programs that match student academic and career interest needs with community opportunities for exploration. EBCE is designed to be an academically-oriented, community-based individualized career exploration program used to bridge the gap between school and community and between study and experience through programmatic emphases in basic skills, life skills competencies, and academically-focused and varied career exploration. EBCE is designed to serve a cross section of students ranging from seventh grade through adults; the largest target group currently is senior high school students. All students are volunteers, and efforts are made, except in those cases where the program is targeted at special needs, to recruit the broadest range of students possible.

NIE-28

The Extent and Nature of Vocational Change Amoung College Graduates 1964-65 and 1977.

Project Director: Mitchell, Howard
Organization: Pennsylvania Univ., Philadelphia, Wharton School of Finance and Commerce.

Address: 3810 Walnut Street, Philadelphia, PA 19174
Funding Period: Start Date 10 Oct 78; End Date 1 Jan 79
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

This study will examine vocational mobility experienced by college graduates and describe the kinds and number of such changes. A questionnaire will be mailed to approximately 5,000 University of Pennsylvania graduates of 1964 and 1965 to survey the respondents' work and educational histories, their preceptions of reasons for vocational changes, and the education or training undertaken to effect such change. Several vocational change schemes, including change in functions performed versus change in environment, will be utilized to analyze work histories. A second set of questionnaires will examine the experiences of those individuals whose job histories indicate that they have made "radical" vocational changes. Study results will focus on the relationship between education and occupational change. The findings will thus have implications for future research on optimal timing of vocationally-oriented education in the individual life-work cycle, and modification of the practices of existing institutions to facilitate continuing education. In addition, the detailed histories of work transitions will contribute to a better understanding of the role of education, enabling college populations to operate in many seemingly different work environments and functions.

NIE-29

Schooling, Training and Occupational Change Among Civil Servants, 1963-1977.

Project Director: Taylor, Patricia A.
Organization: Sweet Briar Coll., Va.
Address: Sweet Briar, VA 24595
Funding Period: Start Date 1 Jun 78; End Date 31 May 79
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

The objectives of this three-year project are to (1) determine the extent to which a specified level of education is required for entry into a cluster of occupations, and the possible career ladders within those occupations, (2) determine what shared job attributes exist in these clusters of occupations which facilitate occupational mobility, and (3) identify the relationship among education, on-the-job training, occupation, and salary, an analysis which will include a study of the extent to which salary may vary for different minority/-sex groups who have similar education backgrounds as well as similar occupational experiences. To address these concerns, information on schooling, training, and job histories over an extended period of time is required. Since 1963, the U.S. Civil Service Commission has maintained a computerized file of detailed employment records of a ten percent sample of federal civilian employees. Through analysis of these and related records on personnel policies, this research will provide an improved understanding of the impact of schooling and training on the processes of occupational change. The results of this study of the nation's largest employer, the federal government, will be of importance to other employers, to vocational counselors, and to national policy planners.

NIE-30

Career Decision-Making.

Project Director: Wisefordner, David
Organization: Appalachia Educational Lab., Charleston, W. Va.
Address: P.O. Box 1348, Charleston, WV 25320
Funding Period: Start Date 1 Dec 75; End Date 30 Nov 78
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

This project will be directed toward developing management procedures and program materials that will assist postsecondary students and adults in improving their career decisions. Specifically, program development will be centered upon a core structure of career exploration and decision-making materials and procedures designed to (1) be integrated into ongoing school curriculum and guidance programs; (2) provide direct experiences for the target population; (3) provide for a development approach over a span of years; (4) provide a range of alternatives for delivery, from semester courses to single direct experiences; (5) provide for a group delivery process, removing the dependence upon a one-to-one situation that is costly and inefficient; (6) take advantage of modern technology and management procedures; (7) utilize existing school facilities, staff, and career information resources; and (8) be implemented on a relatively low-cost budget.

NIE-31

EBCE: Experiential Education Program.

Project Director: Henderson, H.
Organization: Appalachia Educational Lab., Charleston, W. Va.
Address: P.O. Box 1348, Charleston, WV 25325
Funding Period: Start Date 1 Jun 78; End Date 30 Nov 79
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C., Teaching and Learning/Home, Community and Work.

The purpose of this project is to provide technical assistance to state agenices and local school districts in their efforts to integrate into the regular curriculum experience-based career education (EBCE) programs that match student academic and career interest needs with community opportunities for exploration. EBCE is designed to be an academically-oriented, community-based individualized career exploration program used to bridge the gap between school and community and between study and experience through programmatic emphases in basic skills, life skills competencies, and academically-focused and varied career exploration. EBCE is designed to serve a cross section of students ranging from seventh grade through adults; the largest target group currently is senior high school students. All students are volunteers, and efforts are made, except in those cases where the program is targeted at special needs, to recruit the broadest range of students possible.

NIE-32

Shaping Careers Through Job Changes.

Project Director: Grasso, John T.
Organization: West Virginia., Morgantown. Office of Research and Development.
Address: 17 Grant Avenue, Morgantown, WV 26506
Funding Period: Start Date 1 Sep 77; End Date 1 Sep 79
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

This study is designed to explore the process whereby young men and women use their job advancements and job changes to shape careers, and to uncover the factors that enhance or impede career progress in an effort to provide more effective guidance and counseling in schools or in job service agencies to reduce unemployment and to help persons become established in careers. The study is organized in two phases. In Phase I, a detailed review of scholarly theory and research will be conducted to uncover useful elements for analyzing job changes by workers and identify alternative ways of grouping jobs into careers will be identified. Phase II of the project will analyze information gathered from national samples of young men and women who are repeatedly interviewed as part of the National Longitudinal Surveys, a project sponsored by the U. S. Department of Labor. These data contain detailed information about jobs held by the young people and about the circumstances surrounding their job changes. The analysis will explore how personal factors and actions impinge on career establishment and advancement. In addition, findings will provide information on the usefulness of certain existing theories on counseling and job change behavior.

NIE-33

Careering After College: Establishing the Validity of Abilities Learned in College for Later Success.

Project Director: Mentkowski, Marcia
Organization: Alverno Coll., Milwaukee, Wis.
Address: 3401 S. 39th Street, Milwaukee, WI 5325
Funding Period: Start Date 1 Oct 77; End Date 30 Sep 79
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

The purpose of this research is to establish that abilities learned in college affect successful career and professional performance. Alverno College has identified abilities (competencies) expected to characterize the successful professional. The total college curriculum provides a learning process and assessment of these competencies for career preparation. These competencies are not sets of skills, but capabilities of the individual that are expected to transfer to later life and enhance movement and growth within and across occupations. The current task is to validate the variety of instruments Alverno College has created to assess these outcomes. The project will also validate the competencies and insure that they transfer to competencies specific to a particular profession. These outcomes can then be linked to external outcomes in the later professional life of Alverno graduates. In an effort to demonstrate that higher education contributes to the future success of its graduates, this research will empirically establish the rationale for including these abilities (competencies) as objectives for liberal arts colleges that can be expected to affect career and professional performance.

Project Titles by State

Arizona	Impact of Experience in Previous Occupations on a Person's Current Occupation.	NIE-1
California	Descriptive Study of the Distribution of Federal, State, and Local Vocational Education Funds.	NIE-2
	Early Adolescents at Work: Effects of Part-time Employment.	NIE-3
	EBCE: Dissemination and Knowledge Building.	NIE-4
	Evaluation of the Replication and Field Test of the Career Intern Program.	NIE-5
	Occupational Mobility and Transferable Skills: An Analysis of Differences Among Occupations in the Amount of Favorable and Unfavorable Mobility.	NIE-6
	Work Values.	NIE-7
Connecticut	Perceptions, Expectations and Career Formation.	NIE-8
Iowa	Career Development Potential and Validity of a Competency-Based Credential for Child Care Staff.	NIE-9
Maryland	Pre-Occupational Preferences, and Occupational Attainment: Career Development Through Early Adulthood.	NIE-10
	Validation Criteria for Job Adjustment of Disadvantaged Youth.	NIE-11
Massachusetts	Adaptation to Occupational Changes at Midlife: A Predictive Longitudinal Study.	NIE-12
	Studies of State and Local Administrative, Compliance and Evaluation Practices for Vocational Education.	NIE-13
	Study of the Responsiveness of the Consumer and Homemaking Education System.	NIE-14
New York	Changing Circumstances of Life and Works in America and Their Impact on Under Graduate Curricula.	NIE-15
	Comparative Analysis of the Job-Competency Perceptions of employers, Employees, and Consumers of Services.	NIE-16
North Carolina	Sex-Role Values in the Career Decision-Making Process.	NIE-17
Ohio	Diagnostic Scheme of Career Planning and Adjustment Problems Throughout the Lifespan.	NIE-18
	ERIC Clearinghouse on Adult, Career, and Vocational Education.	NIE-19
	Identification and Development of Generic Skills in the Health Care Setting.	NIE-20
	Knowledge Interpretation Project.	NIE-21
	Professional Education and Career Development in Social Work and Engineering: A Cross- Sectional Study of Adaptive Competencies in Experimental Learning.	NIE-22
	Transferable Skills and Occupational Adaptability.	NIE-23
Oklahoma	Careers in the Labor Market: An Analysis of Types Characteristics, and Determinants of Individual Success.	NIE-24
Oregon	EBCE: Education and Work Division.	NIE-25
	School as Student Work Organizations.	NIE-26
Pennsylvania	EBCE: Career Preparation.	NIE-27
	Extent and Nature of Vocational Change Among College Graduates 1964-65 and 1977.	NIE-28
Virginia	Schooling, Training and Occupational Change Among Civil Servants, 1963-1977.	NIE-29

West Virginia	Career Decision-Making.	NIE-30
	EBCE: Experiential Education Program.	NIE-31
	Shaping Careers Through Job Changes.	NIE-32
Wisconsin	Careering After College: Establishing the Validity of Abilities Learned in College for Later Success.	NIE-33

Office of Career Education Projects

Resumes

The resumes presented in this section describe fiscal year 1978 demonstration projects related to vocational education that are supported by the Office of Career Education (U.S. Office of Education/Department of Health, Education, and Welfare) under Sections 402 and 406 of the Education Amendments of 1974 (P.L. 93-380).

The Office of Career Education supports projects designed to (1) improve existing K-12 career education programs in order to bring them to exemplary status; (2) demonstrate the most effective career education methods in settings such as senior high schools, community colleges, adult and community education agencies, and institutions of higher education; (3) demonstrate the most effective methods in career education for special segments of the population such as the handicapped, gifted and talented, and minority and low income youth; (4) reduce sex stereotyping in career choices; (5) demonstrate the most effective methods and techniques for training and retraining persons conducting career education programs; and (6) communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and the general public.

Resumes are arranged alphabetically, first by state and then by title within each state.

Complete names and addresses are provided for the individuals or organizations conducting the project.

OCE-1

A Career Education Program for Low Income Youth.
Project Director: Beans, Bobbie
Organization: Marion City School System, Ala.
Address: 103 Lee St., Marion, AL 36756
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The major objectives of this project are to enable (1) personnel to initiate and carry out a career education project in grades K-12; (2) teachers in those grades to write and implement two career education units (with activities primarily for low income youth) for use in their present academic curricula; and (3) K-12 students to increase their career awareness. To accomplish these goals, career education personnel will visit school systems with successful career education projects to acquire ideas and information. They will plan and develop the units through system-wide inservice programs, with assistance from the Alabama State Department of Education, Judson College, the University of Alabama, and the General Assistance Center at the University of Alabama; and they will work with a community advisory committee to coordinate school and community efforts toward developing an effective career education program and to develop community resource persons. Parent conferences and pretests and posttests dealing with the career units developed will be used to determine student progress. A third-party evaluator will advise and monitor all evaluation activities.

OCE-2

Senior High School Model Career Education Program.
Project Director: Raymond, Carolyn
Organization: Mesa Unified School District 4, Ariz. Center for Career Development
Address: 549 Stapley Drive, Mesa, AZ 85203
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The purpose of this model career education program for grades 10-12 is to demonstrate the most effective methods and techniques of career education in the senior high school setting. It seeks to increase the knowledge and improve the attitudes of educators regarding career education and improve their use of community resources; increase the knowledge and improve attitudes of students participating in the project regarding understanding the self and others, the world of work, decision making, and goal setting; and develop and prepare for nationwide distribution a written description of the model senior high school career education program. The project will incorporate at one site all of the components of a comprehensive career education and guidance program including a systematic approach to counseling, placement, and follow-through programs present in the district in addition to: a community resource service, work exposure and work experience programs, various cooperative education programs, and commitment to career education principles. Implementation will be through two approaches. One, the Career Integration Implementation Program, will focus on the adults who interact with the students; the other will focus directly on students. Policy Studies in Education will be the third party evaluator.

OCE-3

Arts and Entertainment Career Conference.
Project Director: Anello, John A.
Organization: Walt Disney Productions, Anaheim, Calif.
Address: 1313 Harbor Boulevard, Anaheim, CA 93803
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW-OE), Washington, D.C.

Major objectives of this project are to (1) implement changes in college and university curriculum offerings by acquainting arts administrators with a work experience program in the entertainment field and by updating their knowledge of career options, (2) acquaint university and college deans of fine arts with effective methods and techniques in entertainment career education for gifted and talented students and have them incorporate concepts into a plan for implementing change on their campuses, and (3) demonstrate the viability of entertainment industry jobs and show disparities between educational curricula and job requirements. Two three-day conferences, one at Disneyland and one at Disney World, will provide approximately 100 deans of fine arts colleges or heads of performing arts departments with opportunities for discussion with entertainment industry professionals and with opportunities for observing career possibilities. Conference staff will ask the deans and department heads to hold "Arts and Entertainment Career Seminars" for faculty and students on their own campuses using written and visual materials, prepared by Walt Disney Productions' Media Department, designed to show professional job options in the broad entertainment industry and indicate the kind of background required to prepare for those positions. Disney Productions will engage a third party evaluator and will administer pretests and posttests to conference participants to determine changes of attitude reflected by willingness to indicate specific actions they plan to take. The project will also administer pretests and posttests to faculty and students on a minimum of three campuses as part of the seminars. The evaluator will interview a random sampling of entertainment professionals, student seminar participants, and arts administrators. The project will produce a written conference summary with a slide presentation.

OCE-4

Assessment of State Plans for Career Education.
Project Director: Mitchell, Anita
Organization: Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Address: 4665 Lampson Avenue, Los Alamitos, CA 90720
Funding Period: Start Date 1 Sep 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This project seeks to enable federal and state administrators to strengthen the individual state and territory plans for career education. Specific process objectives are to (1) develop a model five-year state plan which will be used as the core of a guide for state planners, (2) analyze the strengths and weaknesses of each state plan in order to provide specific suggestions to the chief state school officer and the person responsible for the plan and to provide general information to federal and state program managers, (3) provide guidance in relating current plans to those required by the new career education

incentive act, Public Law 95-209, and (4) determine the extent to which each state or territory has moved toward implementation of its plan. Procedures include an extensive literature review, site visits to six state departments of education, and consultations with experts and a broadly representative group of reactors. The model state plan will be refined as it is applied to assessment of individual state plans. The adequacy of the model state plan will be determined by analysis of its usefulness as an assessment guide, and of the degree to which the Office of Planning, Budgeting, and Evaluation, the Office of Career Education, and individual states verify that the state plan analyses are accurate and fair. A random sample of states will be selected to provide feedback as to the effectiveness of the technical assistance provided to the states.

OCE-5

California Master Trainer Proposal.
Project Director: McGhee, Joseph
Organization: California State Dept. of Education, Sacramento. Personal and Career Development Services
Address: 721 Capitol Mall, Sacramento, CA 95814
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This project seeks to teach master trainers to conduct local inservice career education workshops. By June 1, 1979, thirty master trainers will have planned, conducted, and evaluated twenty master trainer workshops on career education strategies for local teachers, administrators, counselors, community representatives, and students. By that same date, 600 people will have participated in these workshops, which consist of one day of planning, two days of workshops, and one day of follow-up and evaluation. One hundred training kits will be developed and disseminated. The materials in the training kits will be evaluated by the users through an assessment form developed by a third party evaluator, and the effectiveness of the materials will be evaluated by the master trainers in cooperation with the third party evaluator. By June 20, 1979, at least 200 of the 600 workshop participants will have conducted at least one inservice training activity in twenty selected locations in California, as measured by follow-up evaluation visits by the master training team. County offices of education will be invited to participate in project-sponsored workshops to prepare them to serve as resources to training teams, who will be responsible for providing continuing career education inservice programs to the staffs of each local school. The third party evaluator will submit a report on the project's effectiveness by June 30, 1979. By that same date, the project staff will have developed a model for implementation and will make recommendations to the California State Board of Education. All products and reports will be available to anyone for the cost of printing and postage.

OCE-6

Combatting Sex, Race, and Handicap Stereotyping in Career Choice.
Project Director: Dahl, Peter R.
Organization: American Institutes for Research, Palo Alto, Calif.
Address: P.O. Box 1113, Palo Alto, CA 94302
Funding Period: Start Date 28 Sep 78; End Date 27 Mar 80
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This project intends to (1) identify outstanding career education programs that combat sex, race, and handicap stereotyping; (2) identify outstanding classroom activities that combat these kinds of stereotyping; (3) prepare three Program Manuals and a Publication for Classroom Teachers describing these programs and activities; (4) promote effective career education efforts to overcome stereotyping by holding a national conference on career education and stereotyping; and (5) assist state and local career education coordinators in combating stereotyping through workshops in ten states. It will form three advisory panels composed of experts on issues of sex, race, and handicap stereotyping respectively and reflecting national, state, and local perspectives. They will define criteria for exemplary programs and activities to be sought throughout the country and evaluate the publications and the conference. The national conference will bring state coordinators together with leaders of national organizations and government agencies concerned with overcoming stereotyping, heighten coordinators' awareness of the problem and the role they can play in eliminating it, show national organization leaders how they can assist the schools in this effort, and provide training in using effective techniques for combating stereotyping and in training others. Project staff will assist career education coordinators in ten states in training others in their states, using the publication and program manuals.

OCE-7

Community Career Education Resource Center.
Project Director: McEver, CatherineKindred, Lucinda
Organization: California Industry-Education Council, Burlingame
Address: 1575 Old Bayshore Highway, Burlingame, CA 94010
Funding Period: Start Date 1 Oct 78; End Date 31 Jan 80
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

In collaboration with six organizations, this project will design, operate, evalute, and document the processes necessary to establish a typical urban community career education resource center. The project will have, as its general aims, the systematic exploration of the idea and goals of establishing a center as outlined by Dr. Kenneth B. Hoyt in his paper "The Community Career Education Resource Center Concept." The center will have the following components: occupational information; occupational simulation; personnel resource; coordination, collaboration, and networking; screening and referral; publicity and public relations; and planning, evaluation, and continuation. Specific objectives are to (1) identify, survey, and analyze well-known and acknowledged community career education resource centers, (2) organize the information obtained from these analyses and publish a state-of-the-art catalog, (3) conduct a planning process to result in a workable program plan, (4) implement, operate, and evaluate the center, (5) write a monograph documenting the design and operation of the center, (6) conduct a national conference for 100 persons who have been identified as appropriate or significant recipients or contributors to program information and outcomes, (7) communicate program information to the U.S. Office of Education, and (8) identify and secure the necessary resources, personnel, and a workable plan for continued operation of the center beyond the funding period. A wide spectrum of community groups, government agencies, and representatives from business, industry, labor, and the professions will be involved in the project. Two groups will be designated: a Core Planning Group composed of those who will be involved in the operation of the center, and the Policy Advisors Planning Alliance, which will represent the larger network of resources and be responsible for the planning, policy, and structure of the center.

OCE-8

Demonstration Project in Native American Career Education.
Project Director: Banathy, Bela H.Studebaker, Diana
Organization: Far West Lab. for Educational Research and Development, San Francisco, Calif.
Address: 1855 Folsom Street, San Francisco, CA 94103
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The purpose of this project is to enable four schools (rural, small-town, urban and boarding) typical of those serving Indian students to implement and demonstrate the Native American Career Education Program, a series of twelve units in career awareness, orientation, and exploration targeted at Indian students at the secondary level. Specific objectives are to (1) assist demonstration sites in implementing selected units; (2) assist sites in developing long-range plans for a comprehensive career education program; (3) assist schools and communities in developing a working relationship in which Indian parents and community members work with school staff on the career education program; (4) develop community orientation materials, a workshop on career education program development for school and community personnel, and an implementation guide; and (5) assist demonstration sites in disseminating the program in their regions. Project staff will work with school and community people at each site to identify resources, problems, and training needs relevant to career education for Native American students; help identify teachers and community members interested in the program; and develop a training workshop that can be used at each site. The pproject will provide guidelines for planning the implementation of selected units after the training and monitor their use. Project evaluation will include utilizing pre- and posttests, teacher logs, and attitudinal questionnaires to assess the effectiveness of implementation strategies and the units themselves; reviewing the long-range plans developed by each site to ascertain coverage of career education content, feasibility, appropriateness to community resources, and needs; documenting changes in school and community relationships by comparing attitude statements and perceptions gathered from school and community people; and reviewing all materials developed for feasibility and relevance. This project will serve 270 students, ninety percent of whom are American Indians.

OCE-9

The PH Career Internship Program: Career Exploration for Beginning, Physically Handicapped University Students.
Project Director: Gonzales, Jose
Organization: California State Univ., Los Angeles
Address: 5151 State University Drive, Los Angeles, CA 90032
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The purpose of the project is to bring together twenty-five university-level physically handicapped students and local employers in a program of mutual career-related learning. Project objectives are to expand handicapped students' perceived career options and career aspiration levels, increase students' knowledge of how academics relate to career options, improve employers' understanding of how handicapped individuals might be employed in and contribute to their businesses, and decrease employers' objections and perceived barriers to handicapped persons as employees. Each handicapped student will be placed in a part-time position for four weeks in a local business or professional setting. There, students will have the opportunity to participate in a work activity, observe and interview other workers in their areas of interest, research career clusters and paths, or learn the organization of the company. Several group workshops dealing with the theoretical, intellectual, and affective correlates of the experience will support the basic internship experience. Student volunteers will be facilitators to help monitor the individual internship plans and ensure that the placement experience proceeds smoothly. An outside firm will evaluate the success of the objectives by using pre- and posttesting and interviews.

OCE-10

Project Motivate.

Project Director: Wardle, Jody
Organization: San Francisco Education Auxiliary, Calif.
Address: 135 Van Ness Avenue, Room 20E, San Francisco, CA 94102
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The purpose of this project is to provide students with interpersonal experiences with ethnic, cultural, and career resource volunteers who will supplement the career education curriculum. Volunteers will be selected to inspire students to set future goals that reflect their interests and abilities without the roadblocks posed by career stereotyping. Specific project objectives are to provide students with learning experiences that increase their awareness of ethnicity, build positive self-concepts, reduce occupational stereotyping, and broaden career awareness; provide teachers with classroom ethnic, cultural, and career resource programs and materials which will serve to motivate student interest in learning by increasing their understanding of the relevance of the school curriculum to the world of work and by assisting students in setting goals; and provide an opportunity, in the form of 1,000 presentations, for effective interaction between the schools and parents, ethnic communities, business, labor, and industry. These programs will be available to every teacher in the thirty-two target schools, grades K-12. One teacher in each school will be identified to offer students a sequence of career education activities chosen from a model framework which incorporates cultural and career role models. Workshops will provide these teachers with project orientation, guidelines for sequential implementation of the career education framework, and the opportunity to share their own career awareness materials and activity ideas. A directory will be developed which will list volunteer cultural and career programs and will identify curriculum materials, classroom activities, and community field trips. Project evaluation will involve (1) use of pre- and posttests to measure self-concept awareness as it relates to career awareness; (2) ongoing evaluation which will document the effect of each classroom presentation; (3) use of pre- and posttests to determine the awareness the model teachers possess of career education concepts; and (4) a count of the number of presentations made and the percentage of minority representatives present at the presentations.

OCE-11

Community College Community Career Resource Center.

Project Director: Carson, Don
Organization: Arapahoe Community Coll., Littleton, Colo.
Address: 5900 S. Santa Fe, Littleton, CO 80210
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

In this project Arapahoe Community College and Arapahoe County Schools seek to (1) expand the resources of the local career center by ten percent so as to more effectively serve the needs of faculty, students, and the community; (2) increase the number of people in the career education resource bank by 100 persons; (3) provide alternative education activities for 300 people at the college or in the community; (4) assist twenty faculty members to infuse the career education concepts into the existing curriculum; (5) provide a series of staff development activities for 100 people aimed at increasing their understanding of career education; and (6) develop six expanded career simulation units designed to broaden the career understanding of students. Activities will include identifying and adding career education materials, using a computerized career information data system, producing two video programs concerning the career education services available through the resource bank and the career center, and contacting people in the community to serve as career education resource persons. These resources include in-class speakers, shadow program resources, field trips, work exploration, career and staff advisors, cooperative career education, and job development. Pre- and posttests will be administered within each planned program activity and there will be extensive interviewing of participants. Several community colleges will be invited to share their career education efforts at a regional workshop. A final report will be made available for all state career education coordinators.

OCE-12

A Gifted and Talented Program for Students in Rural Colorado.

Project Director: Hamm, Kaye
Organization: South Central Board of Cooperative Educational Services, Pueblo, Colo.
Address: 900 W. Orman Avenue, Pueblo, CO 81004
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Major objectives of the project are to develop a process that meets the career education needs of gifted and talented students in rural Colorado and to implement the process in four pilot sites. The gifted and talented students in the pilot program will demonstrate an increased awareness of the economy, the culture, and the potential job market in their geographic area as measured by a pre- posttest assessment. During the project these students will show good work habits, personal career growth, and improved communications skills. Procedures include developing innovative and exemplary career education activities for talented children within their cultural and environmental background and exploring rural lifestyles so as to isolate and develop those skills that may be salable in and outside their geographic area. These rural lifestyles will provide students with introductions to rural community decision-makers in the students' area of interest and will allow them to be a part of the rural economic life. Evaluation will include a third-party evaluator and student testing. Products available will be a slide tape presentation, a descriptive brochure, and a description of the techniques developed.

OCE-13

If I Had Only Known: Student Authored Career Awareness Profiles Produced Through a Community Based, Experiential Learning Process.

Project Director: Beun, Brian
Organization: Institutional Development and Economic Affairs Service, Inc., Nederland, Colo.
Address: Magnolia Star Route, Nederland, CO 80466
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This project will increase career awareness in gifted and talented students in grades 4-12 through the following major objectives: (1) increasing student self-understanding of career potentials, interests, and orientation; (2) increasing student knowledge of the process of researching various career possibilities; (3) effecting student understanding of one chosen career field; and (4) improving student proficiency in the skills measured by the "Keys to Skills on Competence Record for Research/Documenting a Career Profile Series." At the outset of the project, IDEAS will hold a workshop for the participating teachers, advisors, Western Interstate Commission for Higher Education (WICHE) interns, and students. At least ten selected students at each of the six participating schools (three in California, two in Colorado, and one in Hawaii) will adapt and utilize the community-based research, interviewing, documentation, and publication skills (attendant to the Foxfire learning process) to produce and locally publish photographically illustrated career awareness profiles. After choosing career areas of interest to them, they will interview working or retired adults whose occupations reflect the careers chosen for exploration and then portray the life experience of those persons in written form. In evaluating the project, an evaluation consultant, teachers, advisors, and WICHE interns at each site will give pretests and posttests; evaluate student journals; conduct group discussions; evaluate the profiles produced; and interview students, parents, professionals, and trade representatives. The project will make available for national dissemination copies of at least sixteen of the career awareness profiles from the four student-produced magazines. WICHE interns will contribute individual student case histories as part of a program study that IDEAS will publish.

OCE-14

Improved Career Education Policies Through the Collaborative Efforts of Business, Industry, Labor, Government, and Education.

Project Director: Hensley, Gene
Organization: Education Commission of the States, Denver, Colo. Dept. of Elementary/Secondary Education
Address: 1860 LIncoln Street, Suite 300, Denver, CO 80295
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This project seeks to assist state officials to improve career education policies through the collaborative efforts of business, industry, labor, education, and government. Specific objectives are to (1) provide state officials with information on alternative methods of obtaining the involvement of business, industry, education, and labor in career education policy development and program implementation; (2) provide state officials with alternative legislative approaches to strengthening career education; (3) report federal and state policies, laws, and regulations that have implications for planning, financing, and implementation in local and state career education; and (4) develop, recommend, and facilitate implementation of alternative approaches to strengthening state education policies and legislation through collaborative efforts of these groups. Project activities center around encouraging states to develop comprehensive career education policies and to develop any needed legislation to implement those policies. Specific activities include conducting six to eight statewide meetings designed to bring together representatives of government, business, industry, and labor; conducting invitational conferences on career education bringing together representatives from a number of states; developing occasional papers and articles for publication; providing consultative assistance to the states; and disseminating a variety of materials to policy makers at the state level. These materials will include a legislative guide to provide alternative legislative approaches to implement policy decisions and a report that deals with the major issues the states must consider in developing comprehensive career education policy. The project will serve all fifty states, Puerto Rico, and the Virgin Islands.

OCE-15

A Model Career Decision-Making Program.

Project Director: Blum, Robert E.
Organization: Jefferson County Public Schools, Lakewood, Colo.
Address: 1209 Quail Street, Lakewood, CO 80215
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The objectives of this project are to (1) increase the awareness of seventy students in grades 11 and 12 of the effects of sex-role stereotyping on the career decision-making process as a function of the influence of peers, parents, school staff, and community members; and (2) cause participating peers, parents, school staff, and community members to develop and apply increased awareness of the effects of sex-role socialization and stereotyping on the career decision-making processes with students in grades 11 and 12 and increase participation in the career planning programs at Columbine Senior High School. The parents of the seventy students and representatives from local businesses and labor and government organizations will be recruited and a project steering committee will be formed. An operational program model, specifying learner outcomes, training needs and design, and program guidance materials, will be developed, reviewed, and finalized. A series of activity booklets will be developed by school staff, parents, peers, and community representatives. Staff members from eleven additional district high schools will be invited to attend training sessions to learn how to best use the activities in a variety of school programs and community settings. The first-draft guidance materials and the program will be pilot tested; both formative and summative data will be gathered and used to revise and formalize program materials and procedures. Evaluation instruments and procedures will be designed jointly by career education staff and an external evaluator. Students participating in the project will be pre- and posttested to assess their career decision-making ability and awareness of sex-role stereotyping; a control group will be used for comparison. Participating school staff, parents, peers, and community members will complete a pre- and post-program questionnaire to determine changes in their awareness of sex-role stereotyping and understanding of the career decision-making process. Additionally, a performance-based measure will be used to evaluate the effectiveness of the training program in adequately preparing participants to provide sex-fair guidance to students and to use program materials. Summative data regarding program operation, parent and community involvement, and potential procedural revisions will be gathered via structured interviews.

OCE-16

Project ACE (Academic/Career Education).

Project Director: Goldberg, Alvin
Organization: Denver Univ., Colo. Dept. of Speech Communication
Address: University of Denver, Denver, CO 80208
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This project seeks to provide college students with advising assistance and information on the career planning process and the relationship between education and work so that (1) students will make course and major selections with knowledge of how these decisions may affect career choices after graduation, (2) students will be assisted in identifying and developing the job entry skills needed for obtaining their first job, (3) faculty will be assisted in obtaining career and job placement information needed to carry out their department advising plan, which can be used to alter course content, course offerings, and major requirements, and (4) students will be provided with the widest possible range of opportunites to examine their goals and values and to become acquainted with career opportunity information on which to base their decisions. Specific performance objectives include introducing the career education concept to five additional departments of the University, providing assistance to all fifteen departments for developing and implementing their own plans for career advising, introducing career course modules, field testing student career seminars, and collecting career information. The introduction of an interdisciplinary student seminar will be field tested as a vehicle to carry career concepts to students. The project will identify operational and philosophical problems encountered in the second project year and will provide support, ideas, encouragement, and assistance to the faculty. The project depends on the Havelock model for departmental dissemination and college level institutionalization. Activities will include informing advisors of career possibilities drawn from the experience of alumni and other community representatives, establishing a community advisory board, conducting departmental seminars on the relationship of liberal arts to the world of work, increasing the collaborative efforts of University staff and resources from the community to enhance student opportunity for academic/work related experiences, and developing departmental handbooks on career opportunities and competencies for a specific major. Post-assessment questionnaires will be given to students, faculty, community members, and staff involved in the project. Recent graduates of liberal arts programs will be surveyed as the initial step of a longitudinal study to assess project activities. This project serves student needs for both academic excellence and career preparation by blending together the world of work and the liberal arts within educational programs at a multi-faceted university setting.

OCE-17

Community Career Education Center Project.

Project Director: Simpson, Donald
Organization: Cooperative Educational Services, Norwalk, Conn.
Address: P.O. Box 2087, Norwalk, CT 06825
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The purpose of this project is to further develop and expand two model Community Career Education Centers located in Bridgeport and Stamford. Through increased collaboration with existing business-industry-labor organizations and educational and community agencies, this project will develop and maintain programs to coordinate the delivery of the Adkins Life Skills Employability Series and additional career education development and guidance services. The target adult population consisting of out-of-school youths, women returning to the job market, CETA employees, and minority groups will be able to acquire knowledge, skills, and attitudes to make effective career decisions by participating in these programs of systematic career development, counseling, and experience. In-place recruitment procedures and learning laboratories will be installed to provide individuals from the urban communities with access to a systematic program of employability skills instruction and counseling maintained by two trained and experienced Life Skills Educator/-Counselors. Continuous interaction will be initiated and maintained with existing community, educational, business/industry, and labor organizations to develop increased opportunities for career education services. Locally-developed evaluation instruments will be used to collect information about the installation of each Center. Adult participants will be given pre- and posttests and questionnaires designed to assess the effectiveness and acceptability of the Life Skills Program. Cooperative Education Services will disseminate information about the Center locally, regionally, and state-wide. By documenting the procedures, outcomes, and modifications needed, the final report will serve as a manual for replication of the career education center concept in other locations. Articles will be submitted for publication through an in-house local education agency newsletter, and development of a revised set of curriculum guides for installing the Adkins Life Skills Employability Program will be initiated.

OCE-18

Career Education: Planning, Implementing and Evaluating.

Project Director: Faulkner, Walter
Organization: Council of Chief State School Officers, Washington, D.C.
Address: Career Education Project, 1201 16th Street, N.W., Washington, DC 20036
Funding Period: Start Date 20 Aug 78; End Date 19 Aug 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The two major objectives of this project are to maintain, develop, and further improve the communication system used to disseminate career education information throughout the states, federal agencies, and national organizations, and to develop and operate a delivery system that will provide professional growth opportunities for state directors/coordinators of career education in

the areas of planning, needs assessment, evaluation, and implementation. Procedures include (1) publishing a newsletter for the state directors/coordinators of career education and Chief State School Officers; (2) gathering, evaluating, and distributing reports believed to be useful in widespread implementation efforts; (3) holding telephone conferences as needed with a maximum of eight states participating in any one call; (4) establishing a "telephone fan-out system" with state coordidnators; (5) organizing a task force comprised of eight state directors/coordinators which will provide guidance for professional growth activities; and (6) holding one or more professional growth sessions on themes identified by the task force. An ongoing evaluative program will be maintained throughout the project, using the services of outside consultants. Seminar participants will be given pre- and post-instruments in an effort to determine the effectiveness of the program in terms of learning or change. All reports will be submitted to ERIC and special staff development papers will be distributed to state coordinators and Chief State School Officers.

OCE-19

Career Education Policy Development and Implementation: A Collaborative Approach.

Project Director: Berlam, Robert
Organization: National Association of State Boards of Education, Washington, D.C.
Address: 526 Hall of the States, 444 N. Capitol Street, N.W., Washington, DC 20001
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The purpose of this project is to collaboratively develop state policies on career education. A task force consisting of a group of policy makers will be convened within each of five states to develop state career education policies. Each state's task force members will include the K-12 and vocational education state board members, the Chief State School Officer (or designee), state legislature representatives, selected mayors from within that state, and other key policy makers. A multimedia package which reflects the policy process used in the five participating states will be developed and made available to other states. The package will consist of audiovisual and printed materials which illustrate the strategies developed in each state to implement collaborative plans for career education policies and programs. Project staff will provide technical assistance to states that attempt to replicate the model in the multimedia package; will write a series of articles on the collaborative process for publication in the monthly newsletter "Focus;" and will use a toll-free line to allow states to communicate with project staff for short-term, specific assistance. The project will be evaluated by assessing the effects of each state task force meeting; measuring the impact of the multimedia package by tracking who uses it, the way it is used, and any outcomes resulting from its use; and compiling evidence of the requests for technical assistance.

OCE-20

Dissemination of Career Education Programs and Products to Community Colleges.

Project Director: Wilson, Richard
Organization: American Association of Community and Junior Colleges, Washington, D.C.
Address: One Dupont Circle, N.E., Suite 410, Washington, DC 20036
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The three major objectives of this project are to (1) identify, describe, and report exemplary career education practices in community colleges through a national publication; (2) demonstrate those same practices through regional meetings convened a. five selected community colleges; and (3) inform all community and junior colleges about the Career Education Incentive Act and disseminate information which will enable the most effective and useful distribution of available funds. The American Association of Community and Junior Colleges (AACJC), in cooperation with Policy Studies in Education and five community colleges, will design and conduct five regional conferences to be held in the Spring of 1979 at the following institutions: Brookdale Community College, Daytona Beach Community College, Dallas County Community College District, Pima Community College, and St. Louis Community College at Meramec. These colleges have comprehensive space career education programs and were identified in a pilot project by the AACJC as exemplary colleges. Announcements will be sent to all 1,235 community, junior, and technical colleges. It is anticipated that fifty colleges will send two or three representatives to one of the conferences, resulting in 250 colleges being represented by approximately 600 people. The second edition of the catalog of exemplary career education programs offered by community colleges will be published and distributed by July, 1979. (01OCT78) (30SEP79)

OCE-21

Improving the Operation and Communication of Results of Career Education Projects.

Project Director: McCollum, Adrienne
Organization: Thomas Buffington Associates, Washington, D.C.
Address: 2710 Ontario Road, N.W., Washington, DC 20009
Funding Period: Start Date 26 Jul 78; End Date 26 Oct 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The major objective of this ongoing program is to facilitate communication among Office of Career Education (OCE) demonstration project diectors to enable these persons to become familiar with the various materials and practices of each other's projects and the expectations of OCE. Project activities are to (1) incrementally improve career education programs for handicapped youth and students K-12 by convening a meeting to provide training and technical assistance to the project directors; (2) organize and convene a demonstration project directors' meeting; (3) design, develop, and distribute three newsletters for improving communication among career education demonstration projects; (4) design, compile, prepare, and distribute a book of project profiles on demonstration projects; (5) make site visits to five demonstration projects; and (6) develop a "whole earth" type catalog of materials and practices developed by demonstration projects. Internal evaluation of the overall objective will be measured in terms of meeting each activity's completion schedule and thorough coverage and representation of content. In addition, the project officer will provide input concerning the degree of acceptability of each project activity as it relates to the major objective.

OCE-22

An Innovative Career Education Program.

Project Director: Gordon, George
Organization: District of Columbia Public Schools, Washington, D.C.
Address: 415 - 12th Street, N.W., Washington, DC
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The major objectives of this project are to have District of Columbia students in grades 9-12 improve their basic academic skills, self-concept, and career awareness in decision-making skills; to have faculty and staff increase their awareness of integrating career concepts with the teaching and learning process; and to have faculty and staff demonstrate increased participation with the home and family to encourage student awareness, exploration, and preparation for work. The project will select students from those enrolled in the six program areas at the Lemuel A. Penn Career Center. Students selected will be organized in four major role-playing clusters of journalism, utility, business, and graphic arts. All students will move through the role-playing clusters during the project year and will attend one formal class each week. They will apply skills in areas of interest within the clusters and develop products appropriate to the given clusters. Through home and school associations, advisory committees, and individual meetings, faculty and staff will work with business, industry, and labor leaders and the community to gain support for a program of visits by specialized classes and individual students to various places of employment. Increases in skills and awareness will be measured by pretests and posttests and by checklists.

OCE-23

LEA/CETA Collaboration for Career Education.

Project Director: Pittaway, Alan R.
Organization: Kirschner (E.J.) and Associates, Washington, D.C.
Address: 1100 17th Street, N.W., Washington, D.C. 20036
Funding Period: Start Date 1 Oct 78; End Date 31 Dec 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The objectives of this project are to collect basic data on existing agreements between local education agencies (LEAs) in all states and CETA prime sponsors for cooperation in the Youth Employment and Training Program (YETP) and to provide information and technical assistance to state and local career education coordinators to help them improve agreements with CETA prime sponsors for career education. A three-day training workshop will provide state career education coordinators with information and skills for assisting local career education programs in improving their agreements for the in-school program of YETP. Office of Career Education staff, Department of Labor staff, and the project staff will conduct a series of sessions on the relationship of career education to YETP and the methods of improving agreements and programs for career education. Data to assist state education agencies in their career education planning and to provide basic information on local programs to the Office of Career Education will be collected and used to select participants for a series of fifteen mini-conferences which will be held on issues related to YETP and career education programs. Onsite visits will be used to collect in-depth information on the curriculums, processes, and problems of nine exemplary YETP and career education programs. Ten regional conferences will be conducted to provide local career education coordinators and

CETA prime sponsor staff with information and assistance for improving YETP agreements for career education. Questionnaires will be completed by participants in the training workshop, the mini-conferences, and the regional conferences; a sample of nine participants will be contacted after each of the major project activities is completed to assess the impact of each project activity on participants and to evaluate the overall effect of the project; and a process evaluation will be completed during the course of each project activity.

OCE-24

Proposal for Communication of Career Education Philosophy and Methods.

Project Director: Kreimer, Stephen
Organization: National School Boards Association, Washington, D.C.
Address: 1055 Thomas Jefferson Street, N.W., Washington, D.C. 20007
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The major objectives of this project are to (1) produce a monograph, "Financing Career Education at the Local Level," after completing a comprehensive survey of the subject; (2) train 200 school board associations as consultants to local education agencies (LEAs) in the financing career education at the local level; and (3) release a film on community involvement/collaboration in the development of locally sponsored career education programs. The project will conduct a national survey to describe, compare, and contrast the ways in which local school districts have financed their career education projects once federal funding has been discontinued. The survey will also seek to determine what factors in a local setting led each district to choose the financing strategies it selected, determine the costs and effects of the career education programs and the relationship between the costs and effects in each district, and then to generalize across twenty-five model case studies of continuing career education programs in local school districts about what makes a school district become self-financing (that is, how a district persuades its community to spend local tax money or how a district persuades foundations or local businesses to provide financial support for needed goods and services). Analysis of this data will become the basis for draft findings which will be presented at each of the five regional training conferences and included in the monograph. Interpretations of the data will include looking for patterns of adopting particular local financing strategies and patterns of which career education program components are dropped, reduced, kept, or expanded after federal funding runs out. The project will conduct the regional conferences to train school board members and state school board associations in career education financing at the local level and will develop a film to demonstrate the most effective ways of promoting community involvement/collaboration. Policy Studies of Education (PSE) will be responsible for the third party evaluation. PSE proposes a three-part plan of formative and summative evaluation of the training conferences and the consultant's knowledge and use of career education concepts.

OCE-25

A Proposal to Prepare Physical Educators to Engage Effectively in Career Education.

Project Director: Keith-Henes, Carolyn
Organization: American Alliance for Health, Physical Education, and Recreation, Washington, D.C.
Address: 1201 16th, N.W., Washington, DC 20036
Funding Period: Start Date 1 Oct 78; End Date 30 Nov 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The purpose of this project is to develop a detailed action plan to examine the role of career education in physical education and sport, develop materials, and establish a communication network to facilitate the implementation of career education with physical education and sport. Specifically, the project will (1) survey the membership regarding their interest, knowledge, attitudes, practices, and skills in combining career education with physical education and sport as well as what help the association can provide in utilizing career education as one learning motivation technique; (2) develop a resource clearinghouse on career education and physical education and sport which will include current bibliographies, lists of exemplary projects, reference organizations, and resource persons; (3) develop materials that relate career education to physical education and sport; and (4) provide training through three regional workshops on the basic concepts of career education and methods of combining career education with the physical education and sport curriculum. The clearinghouse materials will be reviewed by the steering committee, in-house staff, and local advisory committee. These three groups, along with the Career Education Office, will evaluate the written products based on specific criteria. Evaluation instruments will be designed to be used at the regional workshops to measure the learning of the participants, provide feedback on workshop format and presentations, and evluate the usefulness of project materials. The two products will be a monograph on strategies, methods, and practices of infusing career education in physical education and sport and a teacher's handbook.

OCE-26

A Proposal to Prepare Science Educators to Engage Effectively in Career Education through the Involvement of a Professional Education Association.

Project Director: Akey, John M.
Organization: National Science Teachers Association, Washington, D.C.
Address: 1742 Connecticut Ave., N.W., Washington, D.C. 20009
Funding Period: Start Date 1 Oct 78; End Date 30 Nov 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Project objectives are to enable science teachers (K-12) to develop a better understanding of the need for career education reforms and the importance of these reforms to the teaching of science and to receive assistance in implementing these reforms. A steering committee will review preliminary plans and will convene following the completion of a survey of 5,000 members of the National Science Teachers Association (NSTA). The survey will determine science teachers' understanding of career education concepts and the implication of these concepts for the teaching of science. A teacher's handbook describing the need, relevance, exemplary methods, and specific skills involved in career education will be developed. An article on the role of NSTA members in the development of effective career education will be published in "Science and Children" and "The Science Teacher," both journals of the association. A monograph will be engendered concerning the need for increased communication between the professional working world and science, detailing strategies for improving that communication. All these materials will be used in three one-day workshops to be held in Hartford, Connecticut, St. Louis, Missouri, and Portland, Oregon. Sixty science educators will be invited to each meeting. A clearinghouse of career education information in science will be established, and a bibliography will be prepared and made available to all science educators. An evaluation form will be developed and distributed to each participant of the three workshops. Participants in the three NSTA workshops will be expected to organize career workshops in their local areas.

OCE-27

A Proposal to Retrain Educational Personnel via Their Professional Association.

Project Director: Hahn, Carole L.
Organization: National Council for the Social Studies, Washington, D.C. Div. of Educational Studies
Address: 2030 M Street, N.W., Washington, DC 20036
Funding Period: Start Date 1 Oct 78; End Date 30 Nov 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Using social studies teachers as the target group, this project seeks to train academic personnel to infuse their courses with career education by using their professional organization, in this case the National Council of Social Studies (NCSS). Specific objectives are to compile a data base of NCSS members' knowledge of and attitudes toward career education, develop a handbook and three monographs on career education and the social studies, disseminate the handbooks and monographs at regional and state meetings of NCSS, and increase NCSS members' knowledge about how they can infuse career education into social studies instruction. A survey of NCSS members will be conducted to assess their experience with career education and their attitudes toward it. The monographs will be position papers; the handbook will contain sample lessons, lists of available resources, and career infusion techniques. The handbook will be field tested at regional meetings of NCSS. The revised handbook and the monographs will be distributed to all participants at the NCSS Career Education Workshop at the annual meeting. A national task force and five regional task forces will review all publications, offer suggestions for revision, and assist with convention presentations. NCSS members will be kept informed of the project through articles in the newsletter, "The Social Studies Professional."

OCE-28

The School Counselor's Role in Career Education.

Project Director: Burtnett, Francis
Organization: American Personnel and Guidance Association, Washington, D.C.
Address: 1607 New Hampshire Avenue, NW, Washington, D.C. 20009
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The objectives of this project are to (1) systematically collect and analyze the literature on the function and purposes of career education, career guidance, and career development; (2) collect and analyze information on exemplary career guidance and counseling programs and practices; (3) conduct ten regional conferences for a discussion of the function and purposes of career education, career guidance, and career development; (4) conduct a national conference on the role of the counselor in career education; (5) present project products and findings to a forum of career education, career guidance, and career development leaders; and (6) publish the final draft of the literature

analysis, a guide to exemplary career guidance practices, and a comprehensive guide to the role and function of the school counselor in career education. After conducting an extensive search of the literature, the project staff and the National Advisory Committee will develop criteria for analyzing these documents so they can draw a more careful distinction between the various roles which the counselor is being asked to assume in career education, career guidance, and career development. The ten regional meetings will allow practitioners and leaders to react to the preliminary analysis of the literature and report on exemplary methods and practices in career education, career guidance, and career development as these are implemented in each region. These meetings will be in conjunction with state branch meetings of the American Personnel and Guidance Association. The project will conduct a national meeting for elementary and secondary school counselors in order to share the literature analysis and the collation of exemplary methods and practices reported at the regional meetings. The reactions of the participants at the national meeting of these project documents will be made to fifteen leaders from the field of career education, career guidance, and career development. Evaluation of the project will be primarily formative with incorporation of findings into ongoing decision making by staff and the National Advisory Committee throughout the project. A summative evaluation will also be made in the last quarter of the project, and recommendations will be developed for future planning and action.

OCE-29

Infusion of Career Education for Low Achievers in Business.

Project Director: Kuhn, RobertHendrix, O. B.
Organization: Putnam County School Board, Palatka, Fla.
Address: Northeast Florida Education Consortium, Teacher Education Center, P.O. Box 797, Palatka, FL 32077
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The objectives of this program for low achievers in business education dictate that seventy percent of participating seventh or eighth grade students will demonstrate specified degrees of increase in the following: career awareness knowledge; self-awareness; career decision-making skills; affective skills necessary in desiring, seeking, and securing a job; knowledge of the free enterprise economic system and its relationship to career education; basic career and consumer skills; awareness and knowledge of the relationship between education and work; and awareness and knowledge of business-related careers. The project will measure these increases by comparing results of pretests and posttests using specified standardized instruments. In accomplishing these goals, project staff will (1) conduct teacher workshops to insure effective development, implementation, evaluation, and program update; (2) form two occupational advisory councils of select community members; (3) form a career education task force composed primarily of middle school prevocational business education instructors; and (4) assess community resources. The project will also develop curriculum to provide for the infusion of career education philosophy, objectives, and content; community needs and resources; and free enterprise and consumer education concepts into career and prevocational business education. The North East Florida Educational Consortium and Teacher Education Center will provide workshops for demonstrating to other districts the modules produced in the project and the specific instructional techniques required for their utilization.

OCE-30

The Jefferson County Career Education Project "I Believe in Kids."

Project Director: Thomas, Albert, Jr.
Organization: Jefferson County School Board, Monticello, Fla.
Address: P.O. Box 499, Monticello, FL 32344
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This project is designed to develop career education in north Florida and south Georgia. To this end, its objectives are to (1) move the Jefferson County School District toward full implementation of career education for all students (K-12), (2) provide technical assistance to other districts, (3) explore means of remedying basic skill and functional literacy problems of students, (4) provide effective communications, (5) promote student competence in the "Nine Basic Learner Outcomes for Career Education," (6) provide onsite demonstration opportunities for other districts, (7) provide for the career education needs of handicapped students, and (8) promote greater opportunities for community involvement and participation. In order to fulfill these objectives, the project will conduct inservice staff development workshops focusing on career education and basic skills, career education and community involvement, career guidance, and career education for handicapped students. It will sponsor paid parent and citizen workshops and will try to obtain career education materials being developed by the National School Boards Association for field testing. Specific teaching strategies will include field trips, role playing and job simulations, large and small group counseling, resource speakers, shadowing, and peer tutoring by citizen volunteers. The staff will disseminate project information through a nationwide career education communication network including publications in appropriate journals and newsletters, and materials developed by the project will be available for purchase.

OCE-31

PROJECT SPICE: Special Partnership in Career Education: A Career Education Program for Educable Mentally Handicapped Junior High School Students.

Project Director: Rouse, Clinton M.
Organization: Volusa County Schools, Daytona Beach, Fla.
Address: P.O. Box 1910, Daytona Beach, FL 32015
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The purpose of this project is to develop and demonstrate a replicable, transportable career exploration curriculum for junior high school age educable mentally handicapped students, involving all eight career education elements, primarily through interaction with nonhandicapped junior high school students. The target audience will consist of forty-four junior high educable mentally handicapped (EMH) students, ninety students in grades 7-9, and 206 parents. Project SPICE has eight primary student performance objectives, each one related to an element in the National Standard Career Education Model. The delivery system for achieving these objectives includes (1) peer tutoring, which involves pairing an EMH student with a nonhandicapped student for prescribed learning activities such as planning career-oriented onsite experiences, developing student projects, or mastering basic skills; (2) community career consultants, identified through business, civic, and professional organizations, who visit classrooms to talk with students about the world of work and act as hosts for career-oriented onsite experiences; (3) career-oriented onsite experiences; (4) student projects, which generally deal with a particular occupation the students have studied or career-oriented onsite experiences they have shared; (5) parent participation, which consists of parent meetings and activities which can be conducted in the home; and (6) classroom instruction, which ensures that student progress toward mastery of project objectives is continuous. Project evaluation will include formative evaluation, conducted by an internal evaluator with feedback to the project staff, and summative evaluation, conducted by an external evaluator using a goal-free evaluation design.

OCE-32

CSRA/CESA Project for Incremental Improvement in K-12 Career Education.

Project Director: Harper, Margaret T.
Organization: Central Savannah River Area Corp., Thomson, Ga.
Address: Education Service Agency, P.O. Box 868, Thomson, GA 30824
Funding Period: Start Date 30 Sep 78; End Date 29 Sep 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This project will continue implementation of a comprehensive K-12 career education program for the nine elementary, two junior high, and two senior high schools in Columbia County. Program components will include infusion, career education resource centers for teachers and students, career guidance, community resources, hands-on alternatives, and job shadowing. Procedures will include (1) identifying career education resource teachers at each school to serve as support persons, (2) establishing at each school career education advisory committees to represent each grade and subject and administrative level, so as to provide guidance on all phases of program implementation, (3) developing and implementing career guidance alternatives for grades K-12 in all schools, (4) making available to all teachers community resource guides and instructional materials guides, (5) developing a comprehensive management by objectives plan to provide direction to the career education staff, (6) implementing a mini-experience-based career education program to provide job shadowing and work experience for students in the gifted program as well as students enrolled in selected classes, and (7) locating community resource people to serve as consultants to subject area teachers. Third party evaluators will examine and analyze data collected on the implementation of various career education components; construct, administer, and analyze a pre- and posttest evaluation to determine student product information from students in selected schools in grades 3, 5, 7, 9, and 10; and examine data collected from principals, counselors, and teachers concerning inservice activities, use of materials, and attitudes.

OCE-33

Professional Organization Involvement in Career Education.

Project Director: Kilby, Jan
Organization: National Council of Teachers of English, Urbana, Ill.
Address: 1111 Kenyon Road, Urbana, IL 61801
Funding Period: Start Date 1 Sep 78; End Date 30 Nov 79

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This project seeks to inform members of the National Council of Teachers of English (NCTE) about the career education concept so they can see the relationship between the goals of career education and the goals of English and they can impress upon their students the value of English in careers. A second objective is to assess members' knowledge, attitudes, and skills relating to career education in order to help them implement career education. Procedures include establishing a project office at NCTE headquarters, reviewing literature on career education for relevant material, forming a ten-member task force on career education to advise project staff, and disseminating information to members through publication (four newsletters, a teacher's handbook, three monographs, and a series of journal articles) and a preconvention workshop on career education and English to be held prior to the annual NCTE convention. Project staff and the Task Force on Career Education members will meet to monitor the progress of the project and the project director will submit two evaluation reports to the U.S. Office of Education, one after six months of the project and the other at the project's close. Literature describing the project will continually be made available to all NCTE members and to all other interested parties. Future plans to meet the needs of the membership will be based on the results of a survey of the membership to be conducted in March, 1979.

OCE-34

Cities in Schools: An Integrated System of Developing Career Education Programs for Disadvantaged Youth.

Project Director: Palmer, Wayne D.
Organization: Indianapolis Public Schools, Inc.
Address: 1500 East Michigan Street, Indianapolis, IN 46201
Funding Period: Start Date 11 Sep 78; End Date 10 Sep 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

With the participation of an aggregate of community youth agencies, this comprehensive career education program for students in grades 9-11 seeks to meet the following objectives: (1) increase career, economic, and self-awareness, with students developing the ability to relate at least one occupational cluster to future goals; (2) increase proficiency in decision making at the educational, emotional, economic and employment levels; and (3) have students, staff, and volunteer advisors create and implement a human services delivery system called "Pottersville." Classroom activities will include career awareness discussions; exploration tours; decision-making and self-awareness exercises; simulation games; Junior Achievement's Project Business; and "Pottersville" development, wherein students will show increased awareness, abilities, and attitudes related to careers, themselves, and others. The primary aspects of "Pottersville" are education, participation, guidance, and volunteer advisors. Students will be partially responsible for creating and operating the human services delivery system, with staff and volunteers acting as advisors and motivators; become involved in one of nine service areas; and elect a student governing/advisory body. In the summer, the classroom aspect of the program will be suspended, and "Pottersville" will be more extensively implemented in the surrounding community. Stipends for many participating students, as well as school credits, will be used to involve students in the summer portion of the program. Students will be pre- and posttested with the "Georgia State Criterion-Referenced Test-Career Development;" many self-reporting questionnaires will be used for staff, students, volunteer, and community input into the operation and development of the program; and individual records will be kept by program participants indicating contacts and impressions. A descriptive manual, planned as a model for other organizations or schools to use in replication, will be developed on how "Pottersville" is designed and implemented. The manual, curriculum and staff development materials developed or adapted, reports, evaluations, and descriptions of how linkages with agencies and organizations enhance the program will be provided to the Office of Career Education.

OCE-35

Improving Career Exploration.

Project Director: Morley, Raymond
Organization: Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
Address: Grimes State Office Building, Des Moines, IA 50319
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The objectives of this project to improve career exploration, especially that of educable mentally handicapped and the learning disabled, are to (1) establish that comprehensive exploratory programs can be made applicable in small community schools and to handicapped youth by using various sources drawn from a national perspective and currently available in Iowa; (2) establish counselor involvement in career exploration programs that is practical for small school districts and applicable to handicapped youth; and (3) demonstrate that a total hands-on exploratory program can be developed for in-school use by all students, including the handicapped, that adequately covers all fifteen cluster areas suggested by USOE. The project will serve 3,000 students in grades 7-9, forty teachers, ten administrators, and ten counselors in twenty-four public school districts representing both rural and urban schools. Teachers in each school district will receive three days of inservice training on methods of implementing exploration activities and ways of involving handicapped youth in the process. Follow-up inservice programs will occur in each school district and visitations will be made to assist staff in implementing an evaluation plan. The hands-on exploration program which will be implemented will utilize Project Discovery and R-3 (simulation packages). The Career Information System of Iowa will be used to provide guidance activities, and the Employer School Program will be utilized to provide community-based experience for severely handicapped individuals. The program evaluation is a post-only, experimental-only design. Student impact will also be measured on the basis of career maturity compared to equally matched handicapped groups.

OCE-36

Project LANCELOT (Labor and Career Educators Locating Options Together).

Project Director: Moore, Alan B.
Organization: Southwest Iowa Learning Resource Center, Red Oak
Address: 401 Reed Street, Red Oak, IA 51566
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The purpose of this project is to develop a cooperative career exploration learning model implementation resources package. The resources will include filmstrips and cassettes, implementation guides, and publicity materials. Anticipated outcomes are that local labor resource people, teachers, and counselors will acquire increased knowledge on how to implement a cooperative simulated work career exploration learning model in grades 7-10; indicate more favorable attitudes toward each other as co-participants in local career education programming; and find the project resources useful for implementing a cooperative career exploration simulated learning model in the local schools. Labor educational resource leaders and career educators will participate in a working conference to generate content guidelines. The program implementation materials will be pilot tested at sites in ten communities. Training workshops will be conducted on using the program resources in the local community. Pre- and posttests will be administered to local labor resource people, teachers, and counselors to determine changes in their knowledge of and attitudes toward simulated work as a career education strategy. At the completion of local training, descriptive data will be collected on the usefulness of the implementation program resources. The target audience includes 100 teachers, 100 counselors, and 300 individuals from labor in small towns and suburban and urban areas.

OCE-37

Toward Community Growth.

Project Director: Baskerville, Roger
Organization: Lohrville Community Schools, Iowa
Address: Box 276, Lohrville, IA 51453
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The major objective of this project is to cause a significant increase attitudinally of twenty-eight Lohrville senior students toward local career occupations, the local community, and education in general. Specific objectives are to develop senior students' knowledge of local history, local socio-economic conditions, and local rural philosophies; develop students' awareness of local career opportunities; and create a realization on the part of the citizens of Lohrville of the need for hiring and retaining local youth if the community and school system are to grow and prosper. The attitudes of senior students will be measured on a pre- and posttesting basis and the results will be compared to those of students in six schools serving as the control group. Senior students of Lohrville Community High School will meet for one period a day for one week to hear lectures on and discuss Lohrville history, rural socio-economic conditions, and the psychology of living within, and adjusting to, rural lifestyles; obtain general knowledge of rural philosophy in the local area; and view filmstrips on past and present community builders. Following this one-week introduction, students will be assigned to work for two weeks at an occupation in the local school district. Assignments will be made on the basis of interest, aptitude tests, counseling, and occupational availability. Resource personnel will serve as onsite teachers.

OCE-38

The Bowling Green, Kentucky K-12 Career Education Incremental Improvement Project.

Project Director: White, Judy
Organization: Bowling Green Independent School District, Ky.
Address: 1807 Rockingham Lane, Bowling Green, KY 42101
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The objectives of this program are to (1) strengthen the relationship between education and the world of work; (2) increase the emphasis on career education in curriculum and revitalize the career education program; and (3) through a third-party evaluation of the career education program and a local needs assessment, emphasize the need for more staff and curriculum development, career guidance, program articulation, development of a formalized school/-community relationship, involvement of the home and family, and evaluation, feedback, and follow-up. Prior to the start of the 1978-79 school year, a cadre of in-house education consultants will participate in a two-day workshop to assist in planning activities for all staff members. Volunteer in-house consultants will edit and compile career education units and activities into booklets for dissemination. Strategies will be developed for working more effectively with handicapped and gifted and talented students. Counselors will develop a systemwide career guidance goal for their state guidance plans and will assist in administering student advising and orientation sessions. Staff members will visit other schools in Kentucky which have career education programs, and the Bowling Green City School System will serve as a career education visitation/-demonstration site for Kentucky. A community career education center will be developed by the in-house consultants. Center members will assist the PTA programs, American Education and Career Education Week activities, and other projects. A career education resource file will be developed within each school. Each career education unit will contain at least one method of home/-family involvement. Systematic training for effective parenting will be made available to interested parents. There will be both internal and external evaluation. A project brochure will be developed; features will be included in the city schools' news section of the local newspaper; "Review," a career education newsletter, will be published each month during the school year; and booklets of career education units and activities will be published for dissemination.

OCE-39

Communicating Career Education for Rural Appalachia.

Project Director: Cornett, Elwood
Organization: Kentucky Valley Educatinonal Cooperative, Hazard. Career Education Program
Address: P.O. Box 1118, Hazard, KY 41701
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The target audience for this project is students in grades K-12, teachers, counselors, administrators, parents, and business and industry in small towns in the thirteen-state Appalachian region. Major objectives are to (1) communicate practical career education concepts and skills to inexperienced teachers, via four-day workshops, in at least five local education agencies (LEAs); (2) provide an open house for one week for visitors; (3) publish a seasonal newsletter; (4) provide a reliable correlation of how basic education is strengthened by implementing career education units, career education concepts, or skills into the existing curriculum; (5) conduct a school festival week involving the community in a collaborative career education effort; and (6) develop a "how to" document of eight to twelve pages on career education for exceptional children. Teachers participating in the workshops will be pre- and posttested, using the Career Education Information Inventory, to determine changes in attitudes, skills, and knowledge of career education. Students in grades 4, 8, and 11 will be pre- and posttested to determine any achievement change where career education has been implemented. A research and evaluation survey will be conducted to determine which of the six objectives were most helpful to other LEAs interested in career education.

OCE-40

EPIC - Educational Preparation for Involvement in Careers.

Project Director: Preli, Barbara
Organization: Jefferson County Public Schools, Louisville, Ky.
Address: 675 River City Mall, Louisville, KY 40202
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This project seeks to establish a comprehensive career education project in 159 schools, grades K-12. Objectives are to train the faculties so that they can implement and refine the career model, integrate career concepts into the process, work in partnership with the home and family, and utilize and establish relationships with the business community. The project also plans to provide the community with the necessary career education knowledge so that it can participate in the career education program, provide feedback on the program, and work to bring the student and family closer together in career searching. The project will disseminate its training model on a local, state, and national basis. The training model stresses the use of an information-based decision-making process. Project activities will include staff development, implementation of the model at each school site, community involvement, and dissemination. The program will be evaluated by identifying staff competencies and by polling teachers, community members, and administrators.

OCE-41

Infusing Career Education for the Handicapped Through Total System Involvement.

Project Director: Helge, Doris
Organization: Murray State Univ. Ky. Center for Innovation and Development
Address: 16th Street, Murray, KY 42871
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This project is an extension of the 1977-78 project which sought to infuse career education for the handicapped into the university level curriculum. The project will be expanded to include four target professional groups: fifteen regular education practitioners, fifteen special education practitioners, fifteen preservice teacher training faculty from the College of Human Development and Learning, and fifteen preservice educators from the other colleges of Murray State University. Twenty participants from the 1977-78 project will assist project staff in working with the new target professionals to enable them to implement the Career Education Act and P.L. 94-142. Through workshops and individualized interpersonal growth endeavors, these participants will be trained and will in turn conduct workshops for the four target groups. The computerized management information system will be modified to include curriculum objectives and needs identified in inservice training settings. A national conference will be held at Murray State to explore "The Role of Universities in Career Education for the Handicapped." A major dissemination effort, the conference will involve as presenters authorities from federal agencies and professional organizations with commitments to career education for the handicapped. Pre- and posttest data will be collected from the target professionals so as to evaluate the general effectiveness of the program. Evaluation of project impact on elementary and secondary school students will focus on the extent to which career education activity increases in target classrooms. A manual will be developed from the training so that the program can be replicated at other universities.

OCE-42

The Urban League Street Academy Career Awareness Education Program.

Project Director: Leary, GuillarneGlapion, Gail
Organization: New Orleans Urban League, La.
Address: 3200 St. Bernard Avenue, New Orleans, LA 70133
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The objectives of this project are to increase the thirty-five participating students' self-esteem; awareness of career opportunities; career attitudes; skills in reading, math, and English; and proficiency in job application procedures. The project will administer pre- and posttests of standardized instruments: the Youth Inventory Scale, the California Achievement Test, and the Job Application Procedures Test. In increasing the proficiency levels of participating students, teachers will use a curriculum highly correlated with job interest and requirements. Some of the teaching techniques for learning to participate in job interviews, fill out job applications, and perform similar job-related activities will be role playing, use of films and workbooks, and group guidance sessions.

OCE-43

Career Education of Mentally Retarded Citizens.

Project Director: Beziot, Chip
Organization: Maryland Univ., College Park. Center for Rehabilitation and Manpower Services
Address: Jull Hall, Room 3115, College Park, MD 20742
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This project seeks to provide career education for adolescents (16 or older) and adults with consistently measured I.Q. and behavioral ratings which place them within a mildly or moderately mentally retarded category. The validation sample will include a minimum of one hundred retarded individuals from Maryland, Virginia, West Virginia, Pennsylvania, Delaware, and the District of Columbia. Specific project objectives are to allow eighty percent of the validation sample to show increased understanding of their reasons for career choices, to positively identify career areas of high interest, and to show an increase of understanding of career education concepts and career information. Sixty percent will seek additional career information, and seventy-five percent will show an increase in self-esteem. Procedures include (1) modifying Holland's Self-Directed Search to use with the mildly retarded, (2) producing six audiovisual career information modules to provide additional exposure to ap-

propriate working peer models in each of the six major areas of Holland's typology, (3) administering two conferences and conducting training in the use of the materials, (4) developing a manual for the use of the materials, (5) preparing a monograph on the modification of career education materials for special populations, and (6) submitting project-related articles to journals with prospective readerships of both laypersons and career education practitioners. The project will focus upon the needs of disabled and handicapped individuals. Special attention will be given to the production of materials that are free of stereotypes and sex bias. (01OCT78) (30SEP79)

OCE-44

Cultural Institutions and Career Education: Building Community Collaboration.
Project Director: Marcus, Stephen
Organization: Cultural Education Collaborative, Boston, Mass.
Address: 164 Newberry Street, Boston, MA 02116
Funding Period: Start Date 1 Aug 78; End Date 31 Jul 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This project seeks to improve K-12 career education in the Boston and Springfield school systems by developing an exemplary program which brings together the schools and the surrounding cultural community (museums, performing companies, science and art centers, etc.). Beginning with an initial teacher inservice training program, and coupled with career education programs recently developed by the participating cultural institutions, this program, through visits, minicourses, and internships, will allow students to explore a wide array of occupations within and related to the cultural community. Program evaluation will develop a matrix which lists objectives and then surveys possible methods of evaluation (tests, observations, questionnaires, interviews, records, program products, etc.) that are appropriate for that objective. A data collection schedule will then be developed, discussions about who will collect the data will be made, and the evaluation will then be carried out. In the early stages of this project, articles describing the nature and scope of the training program will be written and submitted to educational journals. In the latter stages, there will be special presentations for state conferences of professional organizations. Joint meetings will be held with the business and labor communities in Boston and Springfield to discuss the implications of the model in their area. A final report will be circulated to regional career education directors throughout the state.

OCE-45

Program Methods and Materials for Training Career Educators.
Project Director: Resnick, HaroldGower, Robert
Organization: Boston Univ., Mass. School of Education
Address: 765 Commonwealth Avenue, Boston, MA 02215
Funding Period: Start Date 1 Sep 78; End Date 31 Aug 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This project is designed to demonstrate the most effective means for training educational personnel to conduct career education programs. The major objective is to develop a set of transportable training manuals that may be reproduced and used by other universities, school systems, or state departments of education for career education staff development programs. The set will include screening and pretesting procedures, a "high structure" and a "low structure" training manual, an evaluation and assessment manual, and procedures for determining whether the high or low structured program should be used. The project will validate these manuals and distribute them nationally to selected career education personnel. Other objectives are to provide training for eighty teachers in grades K-8 from four different school systems representing a cross-section of urban, suburban, and rural communities and to develop criteria for determining who should receive high or low structured programs. The evaluation component will include both a formative and summative phase. Project personnel will make presentations at professional meetings, conferences, and workshops and will publish articles in professional journals.

OCE-46

Detroit Urban Career Education Demonstration Project.
Project Director: Pettress, Patricia
Organization: Detroit Public Schools, Mich.
Address: 5057 Woodward, Detroit, MI 48202
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This career education project seeks to replicate successful elementary and secondary incremental improvement career education practices and techniques demonstrated in a large urban setting so that, by the end of the project year, at least seventy-five percent of the instructional staff in the participating schools will have developed and taught at least thirty-two career education related student lessons relevant to their particular subjects and grade levels. In so doing, the project will (1) infuse career education concepts into the various curricula in all project schools, (2) establish community involvement in career education, (3) continue efforts to address the needs of minority youth, (4) continue a parent training/involvement program, (5) continue staff training in career education infusion techniques and attitudes, and (6) prepare recommendations for other urban areas that wish to implement career education. Process evaluation will be conducted bi-monthly to measure the approaches and extent of involvement of principals in the project, and the approaches to and extent of business/industry/community involvement in the project. Project staff will participate in local, state, and national career education conferences. Reports submitted to the Office of Education will be available upon request for the cost of printing and postage, and site visits may be arranged.

OCE-47

Health and Science Action Learning.
Project Director: Serotoff, Arthur
Organization: Minneapolis Public Schools, Minn.
Address: 3416 4th Avenue South, Minneapolis, MN 55408
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This project, [illegible] national study of experiential learning programs, seeks to (1) expose secondary students to a wide variety of career possibilities in the health and allied fields; (2) produce a new educational approach which infuses aspects of health related work, skills, and information into a science curriculum; (3) raise the level of student motivation; (4) reduce fear of hospitals; (5) increase the quality of the students' verbal skills; and (6) reduce restrictions on occupational choice imposed on youth due to stereotyping and low socioeconomic status. Program format will be repeated each trimester and will include three major components: career orientation placements, laboratory science course, and careers exploration experiences. Career orientation placements will occur three hours, two afternoons a week at the Veterans Administration Hospital. Departments will include nursing, animal research, diagnostic x-ray, dietetics, physical therapy, and orthotics. In the laboratory science course, which will meet three hours, two afternoons each week at a local community college, students will conduct biology experiments which will reinforce and complement activities at the hospital. Topics will include anatomy, bacteriology, chemistry, microbiology, and individual projects. The careers exploration experiences, which will meet three hours, one afternoon each week, will have four parts: field trips, guest speakers, career skills assessment program curriculum, and student-to-student sharing. The program will produce a descriptive brochure, articles, and a newsletter, all of which will be disseminated through the resource of the sponsoring organizations: the Commission on Educational Issues, the National Association of Secondary School Principals, National Catholic Education Association, and National Association of Independent Schools. Program members will be pre- and posttested by an outside evaluator.

OCE-48

Design for Career Education.
Project Director: York, Mary
Organization: Saint Louis Public Schools, Mo. Office of Career Education.
Address: 1517 South Theresa Avenue, St. Louis, MO 63104
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This project will provide inservice training on the concepts, outcomes, and purposes of career education for an elementary school principal and two teacher facilitators in each of seventeen target elementary schools and for a secondary school principal and four teacher facilitators (one each in social studies, math, science, and communications skills) in each of six target secondary schools. Training recipients will demonstrate increased knowledge of curriculum practices for infusing career education into traditional subject matter and of career education and career guidance techniques. The inservice sessions for principals will be designed to familiarize them with concepts and practices to implement a comprehensive building plan that involves complete staff participation. The sessions for teachers and facilitators will be geared to providing information and skills needed to implement career education philosophy and concepts. The format of these sessions will be premised on the notion that students need to systematically explore the various career options open to them. Training will provide methods teachers can use to teach students to (1) engage in occupational exploration activities; (2) discuss personal and social factors that affect job success; (3) select appropriate occupational preparation needed for entry level employment; (4) show how aptitudes, abilities, interests, values, and physical characteristics relate to career choice; and (5) correlate basic skills with vocational opportunities. Principals and facilitators will train all other teachers in the targeted elementary schools and selected secondary teachers. As a major component of the career education project, a Career Education Community Advisory Council will inform the community about career education, participate in the career education programs, and provide resources. An outside evaluator will assist in project evaluation, and interviews and administrative questionnaires will be conducted at all levels to gather

formative and summative data. There will be four products: schedule charts, flow diagrams, administrator's observation forms, and plans for use of community resources.

OCE-49

Career Education Information Training and Instructional Materials System "CEITAIMS".
Project Director: Barry, Vincent
Organization: National Center for Career Education, Inc., Missoula, Mont.
Address: P.O. Box 7815, Missoula, MT 59807
Funding Period: Start Date 16 Sep 78; End Date 15 Sep 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Project objectives are to establish a communications network that will provide a vehicle for the identification and dissemination of career education philosophy, methods, and program activities and to develop and disseminate a model for collaboratively training educators and business/industry/labor personnel so they can implement career education in the local education agency setting. Project activities include collecting, classifying, and storing career education programs and materials at a central instructional library located at the National Center for Career Education; training a core group of teachers in each local site to understand both the nature and career education and the process for infusing career education principles into the existing curriculum; and developing techniques for using community resource persons in the instructional process. Information and techniques will be disseminated through the central library, through training models, through course sub-set mini-libraries, and the "National Center for Career Education Index for Teachers Series."

OCE-50

Career Guidance for Academically Gifted Female Students.
Project Director: Jackson, Frances
Organization: Great Falls Public Schools, Mont.
Address: 1100 - 4th Street South, Great Falls, MT 59405
Funding Period: Start Date 1 Aug 78; End Date 31 Jul 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The purpose of this project is to develop a model program of educational activities and support services which will reduce the effects of sex-role stereotyping in career guidance within education institutions and help counteract sex-role socialization processes within the family, both of which tend to limit the career aspirations of academically gifted female students. The objectives are to (1) cause students to become aware of career fields which provide realization of their aptitudes and interests and to enroll in classes identified as prerequisites to entry into prestigious careers with high employment potential; (2) cause students to interact with successful career women to understand the challenges involved in dual careers and the impact on the wife and mother; (3) cause parents of academically superior students to become actively involved in the academic and career planning of their children; (4) provide staff with criteria for identifying sex bias in print and nonprint materials and with strategies for effectively counteracting sex bias or sex-role stereotyping; and (5) secure community involvement and utilize technology for faster and more effective delivery of career guidance information. The top ten percent of the students will be identified, and interest inventories will be administered to them. Special seminars will be conducted to involve parents in both the academic and career planning. Parents of upper grade-level students will be invited to attend workshops demonstrating the computer-delivered Guidance Information System. Students will be introduced to the process of negotiating learning plans, using the National Institute of Education's Models for Experience Based Career Education, when their unique needs can be better served by this approach. Other project activities include involving parents in seminars and family counseling sessions and conducting inservice meetings to increase staff awareness of sex bias and sex-role stereotyping. Pre- and posttests will be used to measure the attitudes of students, staff, and parents; enrollment figures in critical courses will be compared with previous enrollments; the selection of nontraditional careers will be compared with selections made by students; and the record of use of available media will be compared as the project advances.

OCE-51

Reduction of Sexual Stereotyping and Bias With Regards to Career Choice.
Project Director: Leiterman-Stock, Peggy
Organization: Montana State Univ., Bozeman. Div. of Student Affairs and Services.
Address: Montana Hall, Bozeman, MT 59717
Funding Period: Start Date 1 Sep 78; End Date 31 Aug 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The principle objective of this program is to reduce sex Inservice Teacher Education; *Mathematics; Higher Education; general studies students and 108 faculty. Approximately ninety faculty and administrators will participate in workshops designed to raise their awareness of their sex biases and stereotypes. Eighteen selected faculty will be taught to assist in leading career-life groups, thus improving their own career advertising skills. One hundred general studies students will participate in career planning workshops designed to assist students in self-awareness and the recognition of their own sex biases and stereotypes. The project will help the students plan educational programs, encourage them to explore nontraditional careers, and provide them with opportunities to interact with individuals in the world of work. An innovative program entitled "Math and Sex" will be created to remove critical roadblocks to men and women, especially women. Because math failure is seen as a critical block in perpetuating sex stereotyping in career choice, all targeted general studies students will participate in a comprehensive career assessment program, including an evaluation of math competency. Individualized math classes, designed and taught by a female mathematician, will enable targeted general studies students to understand and pass math courses vital to fifty-seven curricula at Montana State University. All targeted students and a control group will take pre- and posttests designed to measure sex role attitudes and math anxiety. These two groups will be compared as to career choice-traditional or nontraditional. Faculty attitudes towards sex roles will also be tested.

OCE-52

Career Education in Scouting/USA.
Project Director: Bowden, Eugene
Organization: Boy Scouts of America, North Brunswick, N.J.
Address: Rts. 1 & 130, North Brunswick, NJ 08902
Funding Period: Start Date 1 Aug 78; End Date 31 Jul 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This project seeks to promote career awareness in Boy Scouts of all three levels. For Explorers, the program will use career seminars designed to increase awareness of alternate lifestyles and rewards from volunteer and paid work, increase knowledge of specific career areas, and improve decision-making skills. For Boy Scouts, there will be a special merit badge program containing career education materials and requiring knowledge of specific vocations. For the Cub Scouts, advancement activities and materials will be revised to include career education materials. Project activities include (1) developing more careers, including more careers, including those for the handicapped, through the "Post Action Idea" series; (2) selecting three pilot Boy Scout councils to conduct in-school career seminars in three schools; (3) providing the councils with a computer program and materials for use in conducting their career interest surveys; (4) providing instructional materials for those councils in how to use and interpret the standardized survey; (5) revising three "weak" merit badge subjects and testing three "strong" merit badge subjects with a pre- and posttest; and (6) revising Cub Scout literature so that career education concepts are included. A validated test will be developed covering awareness of industrial and business lifestyles, world of work orientation, and the cooperation between business, society, education, and government. In other evaluation procedures, the project will develop a short survey test covering awareness of career elements contained in three merit badge materials and will develop individual rating forms for all revised materials and activities to assess career education concepts. The "In-School Career Seminars" booklet and "Post Action Ideas in 21 Careers" will be available upon request, project results will be published in "Professionally Speaking," and revised Scout materials will be presented at the regional All Hands meeting.

OCE-53

Change by Expanding Career Options.
Project Director: Geller, Joel
Organization: Cogent Associates, Princeton, N.J.
Address: 575 Ewing Street, Princeton, NJ 08540
Funding Period: Start Date 1 Sep 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The purpose of this project is to evidence improvement in the variables to be examined. To show how this improvement was effected, the project will produce (1) two student handbooks and teaching guides; (2) two sound filmstrips entitled "The World of Work in 2001" and "Different Times, Different Choices, Different Consequences;" (3) visual teaching supplements for program activities; (4) two project profiles: Personal Career Planning Profile (Sequence 1) and Personal Career Alternatives Profile (Sequence 2); and (5) Career Information Retrieval System. The project seeks to have participating students in two high schools demonstrate significant improvement in their knowledge of those economic, socio-environmental, and personal variables that will greatly influence their career/occupational futures and exhibit increased ability to formulate career alternatives in a systematic and reasonable

fashion, as evidenced by the increased ability to evaluate the efficiency and realism of career choices and potential for personal satisfaction. To accomplish these goals, students in grades 10-12 will participate in an ungraded, multimedia program to teach them that job choice is a process that necessitates planning, which requires skills in acquiring information, evaluating information, and making decisions. Each of the two, thirty-five-day programs will provide activities on three levels: information gathering, experience in the workplace, and evaluation of career alternatives. They will help students crystallize their career self-concepts through explorations of educational and occupational options, develop the capacity to choose and be responsible for a job future, and acquire the information-processing skills which facilitate decision making and problem solving in career planning. Two experimental classes and one control class will participate in the project. A third party evaluator will conduct pre- and posttests and compare results of both groups.

OCE-54

New Mexico Highlands University Career Education Project.
Project Director: Clark, James
Organization: New Mexico Highlands Univ., Las Vegas.
Address: Student Support Services Center, National Avenue, Las Vegas, NM 87701
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The purpose of the project is to facilitate the development of a career self-concept and tentative career choice and action plan for all students. Project objectives are to develop skills in self-evaluation, career awareness, decision making, employment seeking, and work skill values. A tri-model approach involving work experience, counseling (group and individual), and a three-unit course in career education will be used to provide a unique learning experience that will be conducive to personal growth and knowledge of self, the world of work, and academic requirements to reach specific career goals. An outside evaluator will be employed to evaluate all program components. Student interest inventories, standardized projective tests, and a personality inventory will be administered to all the students, and a self-evaluation questionnaire as well as employer and student rating scales and staff and student rating scales will be employed. A project brochure, multimedia presentation, newsletter, and video library of project speakers, panels, and activities will be used to communicate at local, state, and federal levels. This project will serve 180 post-secondary freshmen and sophomores in a rural and small village area.

OCE-55

Career Education for 9th Graders in a Community College Setting.
Project Director: Wheeler, Derek
Organization: Bronx Community Coll., N.Y.
Address: University Avenue & 181st Street, Bronx, NY 40453
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The objectives of this project are to significantly increase the attendance patterns of truant ninth grade students from the four participating urban high schools and to raise their scores on the standardized tests by at least one year for each semester of enrollment in the project. Students will be selected based on their high school records and interviews with project staff; participants will be characterized by truancy (forty-fifty percent attendance rates in their previous semester) and underachievement scores on standardized tests which indicate they are from two to four years below grade level. These students will be released from their regular morning classes to attend career-infused courses at the community college in reading, English, math, oral communications, and career guidance. In addition, they will receive career counseling and orientation; take field trips; and host guest speakers from local business, industry, and other educational institutions. Records will be maintained on each student's attendance at the community college, in the high schools for afternoon classes, and in the high schools for the first semester of full-time re-entry into the high schools. All students will be given the California Achievement Test on entrance to the project and on completion of their enrollment. At the end of the first semester, the twenty students deemed most in need of continued enrollment will be retained, the forty other students will be returned to their high schools on a full-time basis, and forty new students will be enrolled in the program. Thus, a total of 100 ninth grade students--fifty percent black, forty percent Puerto Rican, and ten percent Hispanic--will be served by this project.

OCE-56

Career Services for Adults: Worker Access to Educational Opportunities.
Project Director: Moon, Rexford Jr.
Organization: College Entrance Examination Board, New York, N.Y.
Address: 888 Seventh Avenue, New York, NY 10019
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

In cooperation with the United Auto Workers (UAW), this project will design, establish, and disseminate a model in-plant Study Organizer Center (SOC) to provide information and services to help employees understand the benefits of the tuition refund program, formulate their objectives, and match their personal-occupational interests with existing educational opportunities in nearby communities. An advisory panel will be established to assist with the project. Eight plants will be selected in Ohio and Michigan to develop and install SOCs. Selection will be based on diversity of manufacturing, geographical distribution, success in employee participation, and proximity of post-secondary institutions. Using information drawn from studies including the College Board's national survey of adult career counseling needs, UAW internal studies, and interviews with a sample of employees, employee information needs will be determined and study organizers selected and trained as educational advisors. Support materials will include catalogs of two-year, four-year, and other educational institutions and information concerning adult career development. In establishing the SOCs, the project will inform workers of the role, responsibilities, and limitations of the Study Organizer, provide space for the SOC, establish a schedule for the encounters between organizers and workers, and provide ongoing support to Study Organizers. Policy Studies in Education will conduct both formative and summative evaluation to include the collection of baseline data and measurement of the actual changes in the target population. The model program will be disseminated to business and labor groups including the American Manufacturers Association, the National Alliance of Businessmen, and the AFL-CIO. Approximately 10,000 persons will be served by the project.

OCE-57

Career Training Through the Arts.
Project Director: Taylor, Betty Blayton
Organization: Children's Art Carnival, New York, N.Y.
Address: 62 Hamilton Terrace, New York, NY 10031
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This project seeks to provide career training through the arts for children, aged eight to eighteen. Specific objectives include (1) teaching eight- to fourteen-year-old students about career possibilities related to the visual arts and having them participate in media-related creative art experiences, (2) developing in students aged fourteen to eighteen skills and competencies in communication arts production which will increase their career understanding and options, (3) helping youngsters in the program improve their verbal abilities and reading and writing skills and develop good work habits, (4) providing a psychologist for those youngsters with special problems, and (5) promoting parental and community involvement in the arts. Specific procedures include designing creative arts experiences in painting, animation-filmmaking, printmaking, clay, sewing and dress design, puppetry-three dimension construction, and writing workshops for youngsters in the eight to fourteen age group. There will be an apprenticeship program for fourteen- to eighteen-year-old students in graphic design, filmmaking-video, offset printing, silkscreen printing, and writing. Special experiences for this group will include participation in a professional production (film or book); direct contacts with museums, businesses, industrial concerns, and corporations that utilize the services of artists; and simulated job interviews at selected sites. Pre- and posttests will be administered to all participants in the program and will be evaluated by an external evaluator. At the end of the project a program manual, a slide presentation, a series of short films, packets of reading material for teenagers who have reading difficulties, and a quarterly newsletter will be available for interested persons or groups.

OCE-58

Demonstration of Career Information Centers in Postsecondary Institutions.
Project Director: Aslanian, Carol B.
Organization: College Entrance Examination Board, new York, N.Y.
Address: 888 Seventh Avenue, New York, NY 10019
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This project, in cooperation with two four-year postsecondary institutions, will design, demonstrate, and disseminate a model campus-based Career Information Center (CIC) to meet the needs of adults for career and educational planning. The center will seek to increase the users' understanding of their own interests, abilities, values, and goals; knowledge about available educational and skill-training opportunities; and knowledge about career trends, opportunities, requirements, and sources of help in such areas as financial support and testing. To design the Comprehensive Information and Career Counseling Center for Adults, this project will identify and select the major components

and staff of CIC by gathering and reviewing information from a number of sources including ongoing adult career information services. In establishing a CIC at the two postsecondary institutions, the project will work with the institutions to resolve areas of concern including identification of the characteristics of the target population, equipment and materials required for the model, and monitoring and assessment procedures. CIC staff will be trained in interviewing techniques, knowledge of local education and training programs, and use of the career-related resource materials. Each center will be pilot tested to gather information about the individuals using the services, the types of services offered and assistance provided, and satisfaction with the services. Policy Studies in Education will conduct a formative evaluation of the project using data collected from interviews with a random sample of adult users. A summative evaluation will be based on daily logs and records and telephone interviews. The successful components of the CIC program will be documented and disseminated through professional publications and presentations of professional meetings with organizations including the American Association of Community and Junior Colleges and the American Council on Education.

OCE-59

Evaluating Career Education: Conferences/Workshops to Communicate Strategies and Materials.
Project Director: Aslanian, Carol/Pfister, Linda
Organization: College Entrance Examination Board, New York, N.Y.
Address: 888 Seventh Avenue, New York, NY 10019
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This project seeks to communicate to state and local education leaders approaches for the evaluation of career education methods. Specific objectives are to (1) orient state and local education leaders to the necessity of planned evaluation to demonstrate the effectiveness of their career education efforts, (2) communicate information about materials which link evaluation to career education outcomes as stated in the U.S. Office of Education Policy Paper on Career Education, (3) provide methods, materials, and instruments to those leaders to evaluate career education programs, (4) communicate to them information regarding a variety of systems designed to gather data on learner outcomes, and (5) provide aggregated data assembly and analysis systems for use by state and local education managers. The College Board will supply this information through a series of six regional conferences which will use demonstrations of successful assessment techniques and which will provide participants with the opportunity to exchange ideas and information. Participants' ability to meet behavioral objectives will be measured by questionnaire; data collected to evaluate the conferences will be used to improve other conferences. Prior to these conferences, a resource list of types of available evaluation resources will be supplied to the participants. At the end of the six regional meetings, a mini-conference will be held to coordinate the findings of the regional meetings and to focus on future priorities in the evaluation of career education.

OCE-60

From Dreams to Reality: A Communications and Dissemination Project Regarding Sex-Role Stereotyping.
Project Director: Garfield, Nancy
Organization: Girl Scouts of the U.S.A., New York, N.Y.
Address: 830 Third Avenue, New York, NY 10022
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This project intends to communicate nonstereotyped career education philosophy, methodology, program activities, and evaluation results to 347 local Girl Scout Councils and to at least twelve educational, professional, community, and women's organizations. It will plan, develop, and implement two communication and dissemination projects with eight councils in various regions of the country and disseminate the career education materials through national and local media such as newspapers, magazines, professional journals, radio, and television. The Girl Scouts of U.S.A. will distribute to the 347 councils an information kit entitled "From Dreams to Reality," consisting of sample activities, article reprints, fact sheets, press releases, a model workshop plan with materials for adults to use with youth, information request forms, and short evaluative questionnaires. It will conduct three workshops for administrators and three for volunteer leaders to train them to communicate the career education information. The project will provide the same services for the other identified types of organizations and offer them consultant services and opportunities to participate in national programs. The Girl Scouts organization will assist the eight selected councils in implementing a "From Dreams to Reality" program and will develop information packets; contact newspapers, magazines, and professional journals, and television and radio stations; give periodical press releases; and provide television and radio appearances upon request. Evaluation data will be collected primarily through the use of questionnaires tailored to specific populations and onsite questioning of workshop participants.

OCE-61

Inservice Training in Career Education: Incorporating the Career Concept in Foreign Language Programs.
Project Director: Seabold, Edward
Organization: American Council on the Teaching of Foreign Languages, New York, N.Y.
Address: 2 Park Avenue, New York, NY 10016
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This project will create an inservice program to widely disseminate information relating to the role which career education can and should play in foreign language curricula. The project staff will prepare a general film and study guide materials presenting information regarding the purposes and philosophy of career education and the need to infuse career education concepts in foreign language curricula. These materials will be used in a training workshop for fifteen or more individuals who will be chosen to conduct a program of regional, state, or local workshops which will take place after the conclusion of the project year under the sponsorship of the American Council on the Teaching of Foreign Languages (ACTFL). The training workshop will enable the participants to (1) demonstrate their understanding of the terms, philosophy, and significance of career education by discussing the potential impact and importance of career education as it relates to foreign language education; (2) demonstrate their ability to instruct teachers in the use of the study guide by presenting or discussing activities assigned by the workshop director; (3) demonstrate their knowledge of career education by answering questions related to general career education resources and specific career education materials for foreign languages; and (4) demonstrate their ability to lead a workshop or group by preparing and presenting a simulation exercise to other training workshop participants. Policy Studies in Education will conduct a formative evaluation of the film and study guide. Following the training workshop, a summative evaluation of the learner outcome objectives will be conducted, and an appropriate evaluation plan will be designed for use in the regional, state, and local workshops.

OCE-62

Media Packages for Elementary School Teacher Trainers.
Project Director: Brickell, Henry
Organization: Academy for Educational Development, Inc., New York, N.Y. Div. of Policy Studies.
Address: 680 Fifth Avenue, New York, NY 10019
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The purpose of this project is to provide elementary school teachers across the country with career education training which will help them understand that career education has an important place in basic skills instruction. To accomplish this, four films, one each for language arts, grades 1-3 and 4-6 and mathematics, grades 1-3 and 4-6; matching filmstrips and cassettes; and exemplary lessons will be developed for elementary school teacher trainers to use in career education training workshops. Elementary school teachers who view the films should be able to list both a greater number of and more creative career education infused activities in language arts and mathematics and display more positive attitudes toward infusing career education into their basic skills instruction. The four fifteen-minute films and matching filmstrips with cassettes will be designed to be used as the introduction to preservice and inservice career education training workshops for elementary school teachers. The lessons in language arts and mathematics will be suitable for teachers to use either as a model or as written. Throughout their development, the films and lessons will be formatively evaluated through script reviews and film previews by advisory panels, chosen from ten business, labor, industry, professional, and government communities. Additionally, selected teachers will be interviewed before and after the workshop, and pre- and posttested using an attitudinal instrument.

OCE-63

Project BRIDGE.
Project Director: Heller, Deborah
Organization: Yonkers City School District, N.Y.
Address: 145 Palmers Road, Yonkers, NY 10701
Funding Period: Start Date 1 Aug 78; End Date 31 Jul 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Based in the school districts of Westchester and Yonkers, New York, this project seeks to increase the involvement of business and industry in the secondary education of gifted and talented students and to develop a model program that can be distributed in booklets and replicated by other local education agencies. The major learner objectives are to increase the partici-

pants' knowledge of careers and decision-making skills; to increase their self-confidence, especially as related to career planning and employment opportunities; to increase their written and oral communication skills; and to increase their positive work habits. These goals will be accomplished by arranging a series of informal meetings with school administrators and staff, by communicating to the business community the needs of gifted and talented students, by having student meetings to discuss the goals and objectives of the internship program, and by developing an internship program with those in industry serving as both mentors and teachers. Evaluation will be both formative and summative, with pre- and posttests measuring self-concept, career maturity, goal selection, self-appraisal, occupational information, and problem solving ability. Participants, parents, and employers will fill out questionnaires measuring reaction to and evaluation of the program.

OCE-64

Project LATTICE (Learning and Teaching Through Improved Career Education).
Project Director: Stone, Selma
Organization: Bronx Community School District 10, N.Y.
Address: 3961 Hillman Avenue, Bronx, NY 10463
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The objectives of this project are to demonstrate effective methods for career education in urban areas and develop exemplary career education models. The project activities will include infusion of career education information in major curriculum areas, staff development workshops, utilization of community workshops, development of career education resource centers in individual schools, parent contacts, and public publication of a career newsletter. The evaluation process entails (1) comparing reading and math data for fifty students per school from March 1978 and March 1979 tests; (2) developing student/counselor interview protocol for a random selection of ten male and ten female students and five counselors, data from which will assess the career awareness of students, the relevance of high school to careers, and the desire of students to participate in high school educational planning; (3) administering pre- and post multiple choice, "World of Work" and ccareer skill tests to thirty participating and thirty nonparticipating students; (4) directing a discussion by twenty participating students of the meanings of twenty randomly selected business forms; (5) administering to teachers pre- and posttests concerning career education education purposes, materials, and knowledge; and (6) collecting in-depth data for one school as part of "Integrations of Career Education" analysis. Publications will include quarterly newsletters, periodic LATTICE bulletins, and staff presentations.

OCE-65

Women's Academic and Career Choices.
Project Director: Walker, Alice
Organization: State Univ. of New York, Cortland, Coll. at Cortland. Research Foundation.
Address: Cortland, NY 13045
Funding Period: Start Date 1 Aug 78; End Date 31 Jul 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The objectives of this project are to develop women students' awareness of the broad range of career choices open to them and measure the effectiveness of a three-faceted approach to career exploration. This approach will consist of a two-credit strategy course; intensive and personalized academic advisement; and role-modeling by women faculty and a series of women speakers who are employed in atypical careers. In support of these objectives, a random selection of incoming freshmen women will be assigned women faculty members as advisors. The students will meet with their advisors for ten hours each semester to explore the students' interests, goals, and career options and to discuss such topics as lifestyles, career and home conflicts, and relevant personal experiences of the advisor. This group of students will take a two-hour course on career choices that will involve women in atypical careers, career options, and the psychological and sociological factors that influence career decisions. Half the participatns will take the course in the fall and the other half in the spring. The students will be tested upon their arrival, at the end of the first semester, and at the end of the second semester using such instruments as the Attitude Toward Women scale, the Coppersmith Self-Esteem scale, and the Strong-Campbell Interest Inventory. A repeated measures analysis of variance will be used to determine what, if any, changes in interest and attitudes have occurred. A control group will also be tested to determine if any significant differences exist between the experimental and control groups in career choices. Follow-up studies will ascertain what careers the experimental and control groups ultimately chose.

OCE-66

A Demonstration: Effecting Incremental Improvement in K-12 Career Education.
Project Director: Fitch, Brian
Organization: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Address: 1960 Kenny Road, Columbus, OH 43210
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This project seeks to determine how to install and transport an effective district-wide comprehensive career education program after development and field testing have taken place. Nine school districts across the United States will be chosen to participate in this demonstration project. Career education directors and coordinators from the nine districts will meet at the National Center for Research in Vocational Education to develop installation procedures for their respective districts and participate in inservice training for conducting staff development sessions. The project will produce 180 classroom sets of materials for distribution to the school districts. These materials will include the Career Planning System and the Career Exploration Simulations designed for students in grades 7-9 and will be available in EMH versions and versions for Spanish-speaking bilingual students. The participating school districts will convene career education advisory councils, conduct staff development sessions for teachers and administrators, develop installation plans for the following school year, and host career education conferences for education agencies in their geographic areas. After the programs have been implemented, National Center staff will interview school personnel to determine the effectiveness of the installation process. A criterion test containing both affective and cognitive items will be used to determine the effectiveness of staff development sessions to train teachers to use the career education materials. Student posttests administered to both experimental and control groups will determine the effectiveness of the program materials. Two volumes of the case studies will be produced. The first volume will describe the installation processes in school districts that have participated in the program before; the second will describe those programs in districts that are participating for the first time.

OCE-67

Upper Arlington City Schools Career Education Project.
Project Director: Losekamp, Nancy
Organization: Upper Arlington Board of Education, Ohio.
Address: 1950 North Mallway, Upper Arlington, OH 43221
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This project seeks to involve all students in grades K-12 of the Upper Arlington, Ohio, School District in career education and to establish a comprehensive K-16 career education program employing curriculum infusion, guidance oriented strategies, and career education activities. Specific objectives are to further develop the K-12 career guidance dimension, further develop and reinforce career education infusion at the secondary level, and expand school-community collaboration. The five program components are: K-6, motivation; 7-8, orientation; 9-10, exploration; 11-12, career preparation, placement, and follow-up; and 13-16, preservice teacher education and teacher career development. Formative evaluation will focus on the program process; summative evaluation based on student learner outcomes will be conducted by a third party. A major goal of the project this year is dissemination. To that end, a full-time career education coordinator for the elementary schools will develop materials and activities, and a communications specialist will assist in the development of multi-media products.

OCE-68

The Northwest Connection: Demonstration of a Multi-State Model for Communicating Career Education Through Peer Interaction.
Project Director: McClure, Larry
Organization: Northwest Regional Educational Lab., Portland, Oreg.
Address: 710 SW Second Avenue, Portland, OR 97204
Funding Period: Start Date 1 Oct 78; End Date 30 Apr 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The major objectives of this project are to increase the amount of career education activity in individual school buildings in Alaska, Idaho, Montana, Oregon, and Washington by communicating career education practices using the method of peer interaction and to communicate the developed multi-state model and other promising models to state-level and multi-state-level (regional) career education personnel. A cadre of fifty consultants experienced in career education and able to provide direct assistance to others in the five-state area will be chosen on the basis of criteria established by a project steering committee composed of state career education coordinators and practitioners from the five states. This steering committee will work with Northwest Regional Education Laboratory project staff to set overall guidelines and direction for the project. Procedures will be established for school personnel to

contact whichever expert they may choose from the cadre of consultants, which will include classroom teachers; counselors; specialists; administrators; a parent; representatives from business, industry, labor, the community, and youth-serving organizations; and others. The evaluation of the multi-state peer assistance model will be conducted by the Education and Work Program evaluation team in two phases. A formative evaluation phase will provide feedback about the processes of development, training, and implementation of the multi-state peer assistance model. A summative evaluation phase will provide evidence concerning the overall effectiveness of the model and its implementation. A quarterly newsletter will disseminate information about the project and highlight regional and national sources of information on career education practices and materials. The Oregon Interinstitutional Consortium on Career Education will assist in conducting a national workshop on communication systems for key state career education and information dissemination persons. A guide will be developed to acquaint persons with the variety of methods that exist for communicating career education and material and practices, give data needed to utilize services that exist, and provide material to help users design services.

OCE-69

A Project to Demonstrate Incremental Improvements in a K-12 Career Education Program.
Project Director: Minnis, David G.
Organization: Northwest Tri-County Intermediate Unit, Edinboro, Pa.
Address: 252 Waterford Street, Edinboro, PA 16412
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The school districts participating in this project are Northwestern, Union City, Millcreek, Fort Leboeuf, and Harbor Creek. Specific objectives are to (1) demonstrate the effectiveness of a computer retrieval system in helping eighteen teachers (K-12) individualize and infuse career concepts into academic instruction; (2) improve the reading, math, and career development skills of a sample of thirty-three elementary students through their teachers' utilization of the computer retrieval system; (3) provide career development for thirty-three students of the special populations of the Northwest Tri-County Intermediate Unit Region; (4) increase by ten the number of community and school groups to be introduced to the goals and definitions of career education; (5) demonstrate growth in career decision making and self-concept in a sample of eighteen secondary students after their participation in activities provided by the Youth Employment Demonstration project and the career education project; (6) demonstrate increased cooperation with and utilization of community resources; and (7) continue the development of a K-12 comprehensive system-wide plan to incrementally implement career education in one district. Project activities will focus on curriculum revision. They will include inservice sessions for secondary teachers and counselors, the formation of a task force of teachers and counselors whose primary purposes will be to assist inservicing of other teachers and in the dissemination of information, presentations to community and parent groups, and the production of a newsletter and descriptive brochure. A third-party evaluation will be conducted.

OCE-70

Women's Access to Non-Traditional Careers.
Project Director: Caughman, Alison Y.
Organization: Trident Technical Coll., Charleston, S.C.
Address: P.O. Box 10367, Charleston SC 29411
Funding Period: Start Date 1 Sep 78; End Date 31 Aug 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The objectives of this project are to introduce at least 100 women in the three counties served by Trident Technical College to nontraditional career options in the engineering and industrial technologies by completing a course with hands-on experience to fifteen different fields and to introduce at least fifty high school girls in the three counties served by the college to nontraditional career options in engineering technology by completing a course with hands-on experience to six different fields. A public awareness campaign, using media spots, brochures, posters, a film, and a slide/tape show, will be mounted to inform the citizens of Berkeley, Charleston, and Dorchester counties of the many nontraditional career options now open to women. The project director and counselor will visit thirty-five area high schools, make presentations at each, and make presentations for local community groups. The career exploration course which will be offered to women will deal with nontraditional careers in electronics, electricity, drafting, welding, power mechanics, machine tools, refrigeration, and a variety of engineering technologies. The course, Careers in Engineering Technology, which will be offered to high school girls, will highlight architectural, chemical, civil, electrical, electronics, and mechanical engineering technologies. If appropriate, the individuals participating in the courses will be counseled to enroll in a nontraditional curriculum suitable to their individual talents and interests. Enrollment records will be kept on the individuals who begin the courses, and a pre- and post-attitudinal survey will be developed and administered to the two groups.

OCE-71

A College-Wide Team Approach to Providing Career Education Training.
Project Director: Banta, Trudy
Organization: Tennessee Univ., Knoxville. Coll. of Education.
Address: 212 Claxton Education Bldg., Knoxville, TN 37916
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This project seeks to provide a model university-based multi-discipline career education training program for school-based teams of principals, counselors, and teachers from Tennessee. A team of seven professors representing six units of the College of Education, University of Tennessee, Knoxville, will (1) present a three-week summer workshop at UTK for teams of professionals from Tennessee public schools, (2) notify other teacher preparation institutions throughout the state about the workshop, (3) supply those institutions with materials and references collected for the workshop, and (4) assist each school-based team to develop and implement a local plan for career education. The workshop is designed for twenty-seven teams of four inservice professionals – two teachers, one counselor, and a principal – working at grade levels K-12. As a result of the workshop experience, each participant will be able to develop a plan for implementing career education, write an acceptable definition of career education, identify major historical events in the history of career education, identify appropriate community resource personnel and engage them in career education activities, and develop a plan to enable students to interact with personnel in the world of work. Additional goals have been identified for each of the three participant groups. A third party evaluator will observe the summer workshop and interview both workshop participants and professors on the career education team. Questionnaires will be administered which measure participants' attitudes toward career education and their reactions to the workshop.

OCE-72

KHAN-DU! Success Model Through Television for the Career Education of Handicapped Children, Part II.
Project Director: Cravens, Roy
Organization: Southwest Texas Public Broadcasting Council, Austin
Address: KLRN-TV, P.O. Box 7158, Austin, TX 78712
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

In the continuing project KHAN-DU!, station KLRN-TV seeks to (1) develop a positive self-image for handicapped children by televising positive vocational role models; (2) help parents, teachers, and peers see the potential that handicapped children have for living full and satisfying lives and for succeeding in the world of work; (3) establish a model program, using the principle of collaboration among schools, business groups, and community organizations; and (4) design and implement a national dissemination effort for all components of the project. These objectives will be met through the production of four half-hour television programs showing successful handicapped role models in a variety of work settings and daily living situations. A hero-character, reminiscent of television's popular Kung Fu, will serve as an inspiration for handicapped children. Learning resource guides are being prepared for use in the classroom, at home, or by community organizations to increase the utilization of the programs, which will be broadcast over the educational television station in the Austin-San Antonio area and disseminated through media libraries, regional education service centers, and state offices of career education. Captioned video cassettes will be available for broadcast nationwide, as well as for use by organizations, schools, and training programs. A teacher training module will be developed to accompany the promotional packet. Evaluation emphasis will be on testing the programs' effects on both handicapped children and their peers. The effects of television and printed materials on handicapped children's self-concepts and perceptions of the world of work will be measured, and other children's changes in awareness and attitudes toward disabled peers will be determined. Both children and adults will be asked for their opinions of the programs and printed materials. Students will be tested on attitudes, beliefs, and intentions that relate to self-concept and the children's relationships to the job world. Testing of both experimental and control groups in the KLRN broadcast area and in two other parts of the country will be done before and after exposure to Khan Du materials in a classroom setting.

OCE-73

Comprehensive Career Education Program.
Project Director: Colton, Colleen
Organization: Uintah School District, Vernal, Utah
Address: 635 West 200 North, Vernal, UT 84078
Funding Period: Start Date 1 Aug 78; End Date 31 Jul 79

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This project seeks to develop and implement a comprehensive career education-community involvement curriculum model for grades K-12. The model will allow students to acquire fundamental concepts in career awareness in elementary school, to participate in career exploration and preparation activities in the secondary schools, and to begin to implement their career choices in on-the-job training programs. Indian career education materials and home-school portable career education packets will be developed. Procedures are to (1) conduct a needs assessment of students, teachers, and parents; (2) develop a comprehensive career education curriculum outline with behavioral objectives for each area, grades K-12; (3) establish career education resource centers at each participating school and purchase a mobile unit for all district elementary schools; (4) acquaint parents and the business community with the project so that resource files will be developed; (5) develop an inservice training program for staff; (6) implement junior high school career exploration classes; and (7) develop home-school portable career packets. Evaluation will use a pretest, posttest, criterion-referenced format, supervised by an external evaluation team of career education experts. There will be equal emphasis on both product and process evaluation. Student learning will be measured by the pre- and posttests and the quality of the program will be monitored by the external evaluation team.

OCE-74

Expanding Career Awareness of Pre-School and Elementary School Children.

Project Director: Riley, Pamela J.
Organization: Utah State Univ., Logan. Dept. of Sociology
Address: Logan, UT 84322
Funding Period: Start Date 1 Sep 78; End Date 31 Aug 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This project is designed to facilitate career education, especially for women. The major objective of the project is to develop toys, materials, and teaching modules that expand career education and career option awareness. This objective will be realized by (1) developing specific toys and games which depict males in nontraditional careers, (2) developing teaching modules to be used in conjunction with nonsexist toys and games, and (3) observing the teaching influence and peer pressure during the interaction of the children with the materials. The target population consists of sixty preschool, 100 second grade, and 100 fourth grade children. Aspirational tests will be developed and administered to children, and attitudinal tests will be selected and administered to teachers involved in the project. The data from these tests will be computer analyzed. The nonsexist toys will be evaluated on the basis of their utility, teachers will be interviewed to determine the usefulness of the teaching modules, and audio-observation of teacher influence and peer pressure will be recorded during the interaction of the children with the toys and modules. Pre- and posttesting will be used, as well as several control and experimental classes at each grade level. The teaching modules will be prepared for dissemination to potential commercial outlets.

OCE-75

Integrating Parents, the Community, Higher Education and the School to Develop a Teacher Training Model to Implement Career Education.

Project Director: Lecours, Lawrence E.Wilson, Barbara-Jan
Organization: South Burlington School District, Vt.
Address: 550 Dorset Street, South Burlington, VT 05401
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The goal of this project is to develop a demonstration model that trains school personnel to infuse career education into the curriculum – a process which involves the entire community: parents, higher education, labor, industry, business, area craftspersons, and performing artists. Twenty-one core teachers and the project staff will assist the South Burlington faculty to (1) conclude that career planning is a life-long process and should begin at an early age, (2) use materials and develop activities that infuse career education in existing curricula, (3) become acquainted with community resources and the ways to utilize them, and (4) relate school experiences to the goals of career education and to career options. Parents, interested community members, and business and college representatives will support the career education program by identifying skills and talents which they have and are willing to share with students and teachers, by inviting the project staff and faculty to share career education concepts at their homes, places of business, or classrooms, and by recognizing that sex does not preclude occupational choice. Procedures will include a summer workshop to introduce the twenty-one core teachers to career education; meetings in parents' homes to help parents become active facilitators of the career education process; meetings with business, industry, labor, public service and the arts and crafts; and establishment of a teacher resource center and five individual "Career Education Interest Corners." The project will be evaluated by the participants and by a third party evaluator. Materials engendered by the project will be made available to all interested parties.

OCE-76

An Art Education Field Proposal for the Development and Dissemination of Career Education Concepts in the Visual Arts.

Project Director: Dorn, Charles M.
Organization: National Art Education Association, Washington, D.C.
Address: 1916 Association Drive, Reston, VA 22091
Funding Period: Start Date 1 Oct 78; End Date 30 Nov 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This project seeks to communicate visual arts career education models to art teacher leadership personnel in the National Art Education Association (NAEA) network of state affiliates and to develop art teacher career education retraining models for the professional programs of the fifty NAEA affiliated state art education associations. In preparation for this, the NAEA will survey a random sample of its 8,000 members to determine art teachers' awareness of (1) the application of career education to art teaching; (2) art skills which are applicable to career education; (3) the goals of career education; (4) relationships between art teaching and the world of work; (5) resources for valid career education practices applicable to art teaching; and (6) the need for assistance in finding new materials and modes for art career education. The project will conduct four regional three-day conferences involving 200 representatives of the fifty affiliated associations who will become familiar with selected literature in art career education, hear nationally prominent speakers in career education and art, view and participate in art career education demonstration activities, and prepare materials useful to their state associations in implementing art career education. The NAEA will establish an information clearinghouse to provide bibliographies and information on art career education which will be published in the "NAEA Newsletter." "An Art Career Education Handbook" will report institute proceedings, art career education curriculum strategies, and model art career education programs. NAEA will also prepare for distribution three art career education monographs and four reports on the project activities.

OCE-77

Career Education in the Community: A Demonstration Project.

Project Director: Furbish, Dale
Organization: Virginia Western Community Coll., Roanoke
Address: 3095 Colonial Avenue, SW Roanoke, VA 24015
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

In this program for students in grades 10-14 and adults, the major objectives are to (1) increase administrative and faculty knowledge about career education and incorporate career education activities into academic courses; (2) increase student certainty about occupational and educational decisions; (3) increase student participation in occupationally oriented programs such as cooperative education; (4) increase local residents' knowledge about occupations and career options; and (5) have employers, high schools, and post-secondary institutions of the Roanoke area collaborate on career education activities. Virginia Western Community College (VWCC) will conduct inservice workshops emphasizing the goals of career education and techniques for infusing it into the curriculum and will emphasize career considerations in academic courses, special seminars, and supportive programs to help students learn about themselves and work. The project will use the Career Center in recruitment efforts to enroll students in cooperative education and will use mobile displays, radio programming over the VWCC station, seminars, and no-cost, individual career counseling to expose nonstudents to occupational information and career materials. The project will make surveys and assessments of faculty and student knowledge, attitudes, and skills before and after the project using both locally designed and standardized instruments. It will monitor student and nonstudent participation in programs and activities, as well as in implementation of the computerized occupational and educational information system and other shared resources, and will use locally designed instruments to evaluate the seminars. A conference for representatives from all of Virginia's twenty-three colleges will be held focusing on useful career education approaches operational in the various settings. The final evaluation will be disseminated to all state coordinators of career education and submitted to ERIC.

OCE-78

The Development of a Training Module to Assist Special and Regular Educators in the Design and Implementation of Career Education.

Project Director: Johnson, Carole M.
Organization: Council for Exceptional Children, Reston, Va.
Address: 1920 Association Drive, Reston, VA 22091
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This project will develop a self-instructional training module to enable regular and special educators to develop or increase their knowledge about career education and its application to exceptional students; increase the educators' awareness of the value of appropriate career education for exceptional students; and develop or increase the educators' skills to conduct appropriate career education for exceptional students. A literature review will be conducted to identify existing training materials for use by educators of exceptional children and identify current personnel preparation needs in the area of career education for exceptional children. The training module will contain an audio cassette, filmstrip, and handbook to prepare regular and special education teachers to conduct career education programs. These materials will include learner objectives, instructional guidelines, sample activities, additional materials available, and instructional formats for presenting a one and one-half day workshop for educators. The training module will be field tested and evaluated through three two-day workshops for regular and special educators. Throughout the project, a working advisory committee will contribute to the module development through careful review and evaluation of materials and training procedures. Dissemination of the training module will be provided through the extensive network of publications, training sessions, conferences, and information dissemination programs operated by the Council for Exceptional Children. Specific promotional designs will also be developed and implemented to disseminate project information and products to regular educators.

OCE-79

Mini-Conferences for State and Local Career Education Coordinators.

Project Director: Fletcher, Brady
Organization: InterAmerica Research Associates, Washington, D.C.
Address: 1500 Wilson Boulevard, Suite 800, Rosslyn, VA 22209
Funding Period: Start Date 18 Jul 78; End Date 15 Jul 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Project goals are to allow state and territorial career education coordinators to share their efforts on implementing career education state-wide and to advise the Office of Career Education on supporting national implementation of career education, and to allow selected local career education coordinators to share their efforts and problems and advise the Office of Career Education. The project will sponsor five, two-day mini-conferences for state career education coordinators, one in each of the five regions, and a series of fifteen, two-day mini-conferences for 180 selected local career education coordinators. An informal evaluation of the goals set by the Office of Career Education and the participants will be conducted after each conference. The project will prepare a final document from the data and information resulting from both sets of conferences.

OCE-80

A Proposal to Retrain Special Educators in Career Education.

Project Director: McCoffrey, Mary
Organization: Council for Exceptional Children, Reston, Va.
Address: 1920 Association Drive, Reston, VA 22091
Funding Period: Start Date 1 Oct 78; End Date 30 Nov 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The purpose of this project is to provide timely, accurate, and responsive information and training to special educators and others about the necessity and techniques for infusing career education into the educational programs for all exceptional children through the existing communication, training, product development, and dissemintion capability of the Council for Exceptional Children (CEC). Major objectives are to (1) establish an advisory committee to provide continuous assistance to the project which represents various organizational elements of CEC; (2) develop an operational plan for meeting the career education needs of the teachers based on the results of a needs assessment of a sample of 5,000 members and a review of the literature dealing with career education and the education of exceptional children; (3) provide a teacher's handbook for special educators; (4) produce three monographs and four newsletters regarding the role that members of CEC should play with regard to career education, alternative strategies and methods, practices, and strategies for infusing career education in education programs; and (5) conduct two regional training sessions for CEC members and interested others regarding career education and the education of exceptional children. Survey and interview instruments will be used to collect data for the production of project deliverables. An evaluation report will be prepared that will include a summary of the national needs assessment and a summary of site visits to model programs.

OCE-81

Refinement, Demonstration and Application of Experience-Based Career Education for Secondary Handicapped Students.

Project Director: Sigmond, Mary
Organization: Arlington Public Schools, Va.
Address: Arlington Career Center, 1426 N. Quincy Street, Arlington, VA 22207
Funding Period: Start Date 1 Aug 78; End Date 31 Jul 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

In a demonstration center established to apply and refine a locally-adapted version of experienced-based career education (EBCE), this project will serve a total of thirty handicapped secondary students (grades 10-12) during school year 1978-79. Through a training workshop and follow-up technical assistance, the project will provide opportunities for a minimum of three local school divisions in Virginia to receive technical training and assistance in adapting the local EBCE model as an alternative program to meet the career education needs of handicapped secondary students. Activities will include (1) identifying and recruiting fifteen student participants for each school semester; (2) having the students participate at experience sites three days a week and formal classes as a school facility two days a week; (3) adapting for each student Individualized Education Programs (IEPs) in occupational knowledge, consumer economics, government and law, and community resources and health; (4) evaluating student learner outcomes on the criteria and methods specified by the IEPs and as refined by project activities; (5) developing sixty experience sites including private, federal, state, and local organizations; and (6) presenting the EBCE model to every local school district in Virginia through an outreach training workshop to be held at a central location. Evaluation methods to assess student achievement will include pretests and posttests, observations, interviews, and questionnaires. The training workshop will be evaluated on the basis of stated outcome objectives and by assessing staff effort and performance.

OCE-82

Retraining Business Teachers to More Effectively Engage in the Development and Dissemination of Career Education Concepts in Business Education.

Project Director: Calhoun, C. C.
Organization: National Business Education Association, Reston, Va.
Address: 1906 Association Drive, Reston, VA 22091
Funding Period: Start Date 1 Oct 78; End Date 30 Nov 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The objectives of this project are to help members of the National Business Education Association (NBEA) understand the need for career education reforms and the importance of these reforms to the teaching of business, and to provide members with assistance in implementing reforms in their classroom teaching. Seven activities will be conducted in support of these objectives. First, a national task force will be established within the association to guide the project and provide advice on ways to assist the membership to understand career education concepts and their application to the teaching of business. Second, a survey of the membership will be conducted to determine the extent to which there is an understanding of career education concepts and the implication of these concepts for teaching business education. Third, a plan for meeting the needs of the membership will be developed, based on information gained from the survey and review of literature, and implemented, including a clearinghouse of information. Fourth, training sessions for the membership will be conducted, at national and regional conventions, in career education practices and methods as they relate to the teaching of business. Fifth, a classroom teacher's handbook will be prepared containing the rationale, need, and concepts of career education; the relevance of career education in the business classroom; specific skills and career options provided students through the business field; examples of exemplary methods and practices for infusing career education concepts into the teaching of business; and an annotated bibliography and other resources related to career and business education. Sixth, three monographs will be prepared dealing with the role and direction in which NBEA members should be moving in career education; the strategies, methods, and practices best suited for infusing career education into the teaching of business; and ways to increase communication between the professional working world of business and business education. Seventh, four newsletters will be prepared and mailed to the association membership at three-month intervals. The National Task Force on career education will evaluate the effectiveness of project outcomes.

OCE-83

Training a Cadre of 50 Rural Educators to Conduct Career Education In-Service.

Project Director: Griffith, Bernadette
Organization: Cashmere School District 222, Wash. Career Education Div.
Address: 210 South Division, Cashmere, WA 98815
Funding Period: Start Date 1 Sep 78; End Date 31 Aug 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The purpose of this project is to improve the skills of rural educators in planning and conducting career education inservice programs for large numbers of teachers, administrators, and members of the community. It will train them to use nine training modules emphasizing the following area: (1) interaction and involvement between the world of education and the world of work; (2) administrative support; (3) curriculum writing; (4) recognizing and eliminating stereotyping; (5) organizing a media/resource center; (6) games, bulletin boards, and teacher-made materials; (7) development of a comprehensive program; (8) evaluation techniques and materials; and (9) planning and conducting inservice workshops. The project will plan and conduct four ten-day workshops for at least fifty rural educators. All audiovisual materials presented will be easily obtainable for participants to use in their inservice instruction. Workshop participants will conduct inservice programs in their respective geographic areas and evaluate the training modules and their training, and project personnel will revise the training module materials accordingly and prepare final drafts of the modules to distribute to the participants, the Office of Career Education, the Office of Education, and all state career education coordinators. A third party evaluator will advise and monitor the evaluation activities, which will focus on the workshop sessions and the training modules.

OCE-84

Wisconsin Inservice Training for the Implementation of Local Plans for Career Education.
Project Director: Meyer, Robert S.
Organization: Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services
Address: 126 Langdon Street, Madison, WI 53702
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

The objectives of this project are to develop local plans for career education in five Wisconsin cities; Cuba City, Grafton, Goodman, Superior, and Twin Lakes. Project staff will train school and community personnel so they can implement their own plans for career education. This training will include the dissemination and implementation of the guidelines for local development contained in the state plan for career education, as well as the dissemination and implementation of the training models developed in the Wisconsin Consortium Project for K-12 administrators, staff, and community personnel. Secondary objectives are to further evaluate the guidelines for the development of local plans for career education, to further analyze the effectiveness and transportability of the above training models, and to disseminate these refined guidelines and training models throughout the state and to other state coordinators in the form of a composite career education inservice training package. Third party evaluation will help project staff determine the degree to which program objectives are met. In September and October, a survey of staff in the five new sites will be conducted to determine their entry level status. In December and January the five local plans developed will be evaluated, and during the winter and spring, the accomplishments of the second semester inservice activities will be evaluated. Evaluation of competencies acquired through inservice activities will be done in April and May through needs assessment results, on-site visits, identification of prior activities and programs, analysis of plans for next year, analysis of local education agency plans, and post assessment of staff opinions and priorities.

OCE-85

Career Education Project.
Project Director: Ledbetter, Ted
Organization: Island Resources Foundation, Saint Thomas, V.I.
Address: P.O. Box 4187, St. Thomas, VI 00801
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

This project will produce twelve half-hour television documentaries, filmed in the Virgin Islands, on broad occupational fields. Each program will be broadcast twice a week in two twelve-week cycles. It is expected that these programs will assist junior high school students to (1) identify key facts in making a career choice, (2) objectively analyze personal abilities as they relate to career choices, (3) recognize the necessity of training and education for careers, and (4) rationally plan a career based on factual information and a personal assessment of skills and interests. Project staff will work with a preselected target audience of junior high school students who will serve as the evaluation group. Local community groups will serve as sources of additional information as well as a pool of resource people to meet and work with students. Evaluation methods will include a telephone survey of 200 television viewers to determine audience size, primary and secondary reach, and content-transfer effectiveness; anonymous project-developed questionnaires for teachers and staff; and pre- and posttesting of the target group. Interviews with members of community groups will determine audience response for additional information, resource people, and field trips. The set of twelve videocassettes, promotional material, and a teacher's guide, will be available.

Project Titles by State

Alabama	Career Education Program for Low Income Youth.	OCE-1
Arizona	Senior High School Model Career Education Program.	OCE-2
California	Arts and Entertainment Career Conference.	OCE-3
	Assessment of State Plans for Career Education.	OCE-4
	California Master Trainer Proposal.	OCE-5
	Combatting Sex, Race, and Handicap Stereotyping in Career Choice.	OCE-6
	Community Career Education Resource Center.	OCE-7
	Demonstration Project in Native American Career Education.	OCE-8
	PH Career Internship Program: Career Exploration for Beginning, Physically Handicapped University Students.	OCE-9
	Project Motivate.	OCE-10
Colorado	Community College Community Career Resource Center.	OCE-11
	Gifted and Talented Program for Students in Rural Colorado.	OCE-12
	If I Had Only Known: Student Authored Career Awareness Profiles Produced Through a Community Based, Experiential Learning Process.	OCE-13
	Improved Career Education Policies Through the Collaborative Efforts of Business, Industry, Labor, Government, and Education.	OCE-14
	Model Career Decision-Making Program.	OCE-15
	Project ACE (Academic/Career Education).	OCE-16
Connecticut	Community Career Education Center Project.	OCE-17
Dist. of Columbia	Career Education: Planning, Implementing and Evaluating.	OCE-18
	Career Education Policy Development and Implementation: A Collaborative Approach.	OCE-19
	Dissemination of Career Education Programs and Products to Community Colleges.	OCE-20
	Improving the Operation and Communication of Results of Career Education Projects.	OCE-21
	Innovative Career Education Program.	OCE-22
	LEA/CETA Collaboration for Career Education.	OCE-23
	Proposal for Communication of Career Education Philosophy and Methods.	OCE-24
	Proposal to Prepare Physical Educators to Engage Effectively in Career Education.	OCE-25
	Proposal to Prepare Science Educators to Engage Effectively in Career Education through the Involvement of a Professional Education Association.	OCE-26
	Proposal to Retrain Educational Personnel via Their Professional Association.	OCE-27
	School Counselor's Role in Career Education.	OCE-28
Florida	Infusion of Career Education for Low Achievers in Business.	OCE-29
	Jefferson County Career Education Project "I Believe in Kids."	OCE-30
	PROJECT SPICE: Special Partnership in Career Education: A Career Education Program for Educable Mentally Handicapped Junior High School Students.	OCE-31
Georgia	CSRA/CESA Project for Incremental Improvement in K-12 Career Education.	OCE-32
Illinois	Professional Organization Involvement in Career Education.	OCE-33
Indiana	Cities in Schools: An Integrated System of Developing Career Education Programs for Disadvantaged Youth.	OCE-34

Iowa	Improving Career Exploration.	OCE-35
	Project LANCELOT (Labor and Career Educators Locating Options Together).	OCE-36
	Toward Community Growth.	OCE-37
Kentucky	Bowling Green, Kentucky K-12 Career Education Incremental Improvement Project.	OCE-38
	Communicating Career Education for Rural Appalachia.	OCE-39
	EPIC – Educational Preparation for Involvement in Careers.	OCE-40
	Infusing Career Education for the Handicapped Through Total System Involvement.	OCE-41
Louisiana	Urban League Street Academy Career Awareness Education Program.	OCE-42
Maryland	Career Education of Mentally Retarted Citizens.	OCE-43
Massachusetts	Cultural Institutions and Career Education: Building Community Collaboration.	OCE-44
	Program Methods and Materials for Training Career Educators.	OCE-45
Michigan	Detroit Urban Career Education Demonstration Project.	OCE-46
Minnesota	Health and Science Action Learning.	OCE-47
Missouri	Design for Career Education.	OCE-48
Montana	Career Education Information Training and Instructional Materials System "CEITAIMS".	OCE-49
	Career Guidance for Academically Gifted Female Students.	OCE-50
	Reduction of Sexual Stereotyping and Bias With Regards to Career Choice.	OCE-51
New Jersey	Career Education in Scouting/USA.	OCE-52
	Change by Expanding Career Options.	OCE-53
New Mexico	New Mexico Highlands University Career Education Project.	OCE-54
New York	Career Education for 9th Graders in a Community College Setting.	OCE-55
	Career Services for Adults: Worker Access to Educational Opportunities.	OCE-56
	Career Training Through the Arts.	OCE-57
	Demonstration of Career Information Centers in Postsecondary Institutions.	OCE-58
	Evaluating Career Education: Conference/Workshops to Communicate Strategies and Materials.	OCE-59
	From Dreams to Reality: A Communications and Dissemination Project Regarding Sex-Role Stereotyping.	OCE-60
	Inservice Training in Career Education: Incorporating the Career Concept in Foreign Language Programs.	OCE-61
	Media Packages for Elementary School Teacher Trainers.	OCE-62
	Project BRIDGE.	OCE-63
	Project LATTICE (Learning and Teaching Through Improved Career Education).	OCE-64
	Women's Academic and Career Choices.	OCE-65
Ohio	Demonstration: Effecting Incremental Improvement in K-12 Career Education.	OCE-66
	Upper Arlington City Schools Career Education Project.	OCE-67
Oregon	Northwest Connecticut: Demonstration of a Multi-State Model for Communicating Career Education Through Peer Interaction.	OCE-68

Pennsylvania	Project to Demonstrate Incremental Improvements in a K-12 Career Education Program.	OCE-69
South Carolina	Women's Access to Non-Traditional Careers.	OCE-70
Tennessee	College-Wide Team Approach to Providing Career Education Training.	OCE-71
Texas	KHAN-DU! Success Model Through Television for the Career Education of Handicapped Children, Part II.	OCE-72
Utah	Comprehensive Career Education Program.	OCE-73
	Expanding Career Awareness of Pre-School and Elementary School Children.	OCE-74
Vermont	Integrating Parents, the Community, Higher Education and the School to Develop a Teacher Training Model to Implement Career Education.	OCE-75
Virginia	Art Education Field Proposal for the Development and Dissemination of Career Education Concepts in the Visual Arts.	OCE-76
	Career Education in the Community: A Demonstration Project.	OCE-77
	Development of a Training Module to Assist Special and Regular Educators in the Design and Implementation of Career Education.	OCE-78
	Mini-Conferences for State and Local Career Education Coordinators.	OCE-79
	Proposal to Retrain Special Educators in Career Education.	OCE-80
	Refinement, Demonstration and Application of Experienced-Based Career Education for Secondary Handicapped Students.	OCE-81
	Retraining Business Teachers to More Effectively Engage in the Development and Dissemination of Career Education Concepts in Business Education.	OCE-82
Washington	Training a Cadre of 50 Rural Educators to Conduct Career Education In-Service.	OCE-83
Wisconsin	Wisconsin Inservice Training for the Implementation of Local Plans for Career Education.	OCE-84

U.S. TERRITORIES

Virgin Islands	Career Education Project.	OCE-85

Fund for the Improvement of Postsecondary Education Projects

Resumes

The resumes presented in this section describe projects related to vocational education supported by the Fund for the Improvement of Postsecondary Education (Department of Health, Education, and Welfare).

As a grant program, the Fund has as its general mission the reform, innovation, and improvement of postsecondary education. Projects are supported which have significant education and work implications, which increase the participation of adults in postsecondary education, and which integrate liberal arts and career education more effectively. Other projects address efforts at other levels of postsecondary education, such as approaches to competency-based education and training in occupational and professional fields, and new forms of counseling and information provision to integrate career and educational options.

Resumes are arranged alphabetically by state and then by title within each state.

Complete names and addresses are provided for the individuals or organizations conducting the project.

FIP-1

Education in the World of Work – Project ACCESS.
Project Director: Rolzinski, Catherine
Organization: Center for Education and Manpower Resources, Inc., Ukiah, Calif.
Address: P.O. Box 112, Ukiah, CA 95482
Funding Period: Start Date 15 Jul 78; End Date 14 Jul 79
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Project ACCESS seeks to develop and implement a career counseling center to serve adults in the greater Ukiah, California, area. Besides serving as an education information clearinghouse, the project will utilize labor market data in a localized rural setting and will employ a unique career counseling delivery system. The data requirements for the system are that the data must (1) be specifically relevant to jobs in the Ukiah area; (2) be expressed in verbal and graphic language commonly used in Ukiah; (3) reflect details of the labor market which concern individuals traditionally barred from employment in the area; (4) provide information which allows for the complexity of each individual career decision, avoiding the assumption that people with identical skills have identical job needs; and (5) be maintained and updated at intervals determined by the volatility of the data itself. This project should make hitherto unemployable segments of Ukiah's population productive, wage-earning citizens.

FIP-2

Experiential Learning Program for Special Students: Handicapped and Minority Clientele.
Project Director: Herschler, Robert E.
Organization: California Univ., Riverside
Address: Riverside, CA 92521
Funding Period: Start Date 1 Jul 77; End Date 30 Jun 79
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

This specialized program will provide off-campus learning experiences (academic internships) designed to meet the educational and experiential needs of handicapped and minority students and will educate employers about the capabilities and potential of these students. Procedures for increasing handicapped and minority students' participation in the Academic Internship program will include (1) broadening the educational background of the handicapped or disadvantaged student, specifically in the areas of communication, work experience, and job possibilities; (2) establishing introductory internships in career areas as well as private industry and social service internships; (3) providing counseling in experiential learning and career development; (4) using handicapped and minority alumni to serve as positive role models; (5) using peer advisors who will be trained in internship procedures, the career information library, peer counseling techniques, and campus resources; (6) developing and utilizing faculty resource persons in both the Black and Chicano Studies department, and also using faculty resource persons specifically for handicapped persons, to provide information about internship programs and encourage their use; and (7) planning an orientation program to acquaint students with the Academic Internship Center. Procedures for acquainting employers with student potential include presenting seminars and small group workshops for employers; providing employers with written and audiovisual materials about handicapped and minority student capabilities, as well as information about available state and federal assistance; and visiting employers on an individual basis to discuss and arrange internships. A continuing method of evaluation of the program will be established through an advisory board, an exit interview of participating students, and a written form to evaluate students' experiences and possible changes in employer attitudes.

FIP-3

Open Road/New Avenues.
Project Director: Flack, Lauri
Organization: Citizens Policy Center, Santa Barbara, Calif.
Address: 1323 Anacapa Street, Santa Barbara, CA 93101
Funding Period: Start Date 1 Jul 77; End Date 30 Jun 79
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

This ongoing program seeks to develop a community-based career education center for out-of-school young people in Santa Barbara, San Diego, and San Francisco. Principal objectives are to gather information and document the needs of the target population (ages sixteen to twenty-four); provide direct career/educational counseling, job placement, and special skill development workshops services; search for the development of new vocational resources; and establish ongoing support committees in each of the three areas. Procedures for each area include (1) publicizing the program; (2) screening trainees and applicants through aptitude and skills testing; (3) recruiting people in certain skill areas to serve as teachers, guest lecturers, and positive role models; (4) making a special effort to appeal to the supposedly unemployable young person out of school; (5) developing a personalized referral system by tapping available local media, state employment offices, business colleges, private employment services, high schools and community colleges, the National Alliance of Businessmen, and local CETA offices; and (6) evaluating the program through ongoing in-house evaluation and through the reports of two external evaluators.

FIP-4

Career Counseling Project.
Project Director: Goodin, Joan M.
Organization: National Manpower Inst., Washington, D.C.
Address: 1211 Connecticut Ave., N.W., Rm. 301, Washington, DC
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

A collaborative effort of the Center for Women and Work, the National Center for Educational Brokering (both organizations in the National Manpower Institute) and ten working women's organizations, this two-year project seeks to create industry seminar curricula to ease occupational mobility for women clerical workers, and to develop the career and educational counseling abilities of Working Women's Organizations to provide career and educational counseling to members. Initially targeted are women in the banking, insurance, and publishing industries in Boston, New York, Chicago, San Francisco, Cleveland, and and Dayton, with subsequent expansion to include other indus-

tries and four more cities. Procedures include (1) training staff members from each of the Working Womens Organizations so they can provide vocational services to organization members by utilizing information gathering, referrals, assessment, counseling and advocacy; (2) establishing industry seminars so that organization members can more fully understand career paths within their own industries, alternative employment opportunities, barriers to occupational mobility and the ways to attack those barriers; and (3) disseminating information relating to the needs and problems of women clerical workers, descriptions of both the counseling and the industry seminar programs, and guidelines for the replication of these activities. This project will stimulate positive attitudes toward career planning and an assertive approach to occupational mobility on the part of women clerical workers.

FIP-5

Educating the Educators.
Project Director: Ayres, Joel
Organization: PACE Inst., Inc., Chicago, Ill.
Address: 2600 South California, Chicago, IL 60608
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

This project seeks to lessen the eighty percent recidivism at the Cook County (Illinois) Department of Corrections by providing vocational training and counseling to inmates. In cooperation with the Chicago Metro Division of the National Alliance of Businessmen, the project will bring personnel representatives of Chicago-based businesses to the prison to provide inmates with skills for specific jobs in their companies. These personnel directors will participate in four mini-courses designed to improve the inmates' skills in communications, cooperation, conflict management, planning, and decision making. The project will also develop a program using Slow Scan TV which will allow for two-way communication between inmates at the prison and personnel directors in their business offices. The goal of the project is to train some 325 inmates and assist the personnel directors in placing at least fifty of them in jobs. The program also seeks to (1) improve relations between PACE and representatives of private and public employment, (2) improve inmates' job skills, (3) increase the skills and sensitivity of personnel representatives in recognizing the marketable skills of ex-offenders, and (4) develop and disseminate a model program description which can be replicated at other correctional institutions.

FIP-6

Management Studies Semester for Liberal Arts Students.
Project Director: Keller, Dennis
Organization: Keller Graduate School of Management, Chicago, Ill.
Address: 10 South Riverside Plaza, Chicago, IL 60606
Funding Period: Start Date 1 Jul 78; End Date 1 Jul 79
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

This project seeks to continue a Management Studies Semester project which allows undergraudates at liberal arts colleges the opportunity to take a one-semester minor in business administration, including sixteen hours of formal classwork and a five week full-time internship practicum with a business firm. The original goals of the program are to (1) make available to an equal number of male and female liberal arts undergraduates a new path to business careers through academic and experiential learning, (2) see the value of a liberal arts education while preparing for those business needs to which a liberal arts education does not address itself, (3) introduce a new and cost-effective method of business career preparation for no-growth budget institutions, and (4) make available to liberal arts students a new and useful credential, the post-baccalaureate Certificate in Business Administration. The program will be at selected schools in the Associated Midwest Colleges and possibly at selected colleges in the Great Lakes College Association. The project will be evaluated by compiling data on the career related activities of those project participants who graduate from college, so as to determine the impact the program had on their career decisions and the process of getting a job or getting into graduate school. A second evaluation component will be to solicit opinions of the program from students, faculty, and administrators contacted during pre-project campus visits.

FIP-7

Program for Adult-Student Success.
Project Director: Hubbard, Charlene
Organization: Vincennes Univ., Ind.
Address: 1002 North First Street, Vincennes, IN 47591
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

In 1976, Vincennes University (Junior College) received a one-year grant from the Eli Lilly Endowment for a demonstration project to assist welfare recipients to successfully take advantage of educational opportunities and, thereby, reduce the necessity for public assistance. This three-year project will extend and broaden the original project by expanding the target population from a five- to a sixteen-country area, by expanding the services to include a career placement center and a student orientation day, and by expanding on-campus support for welfare students. Procedures include (1) contacting all the welfare directors of the sixteen Indiana counties for information and assistance; (2) publicizing the program through television, radio, newspapers, and a brochure; (3) making home visits to all those who express an interest in the program; (4) testing applicants for aptitudes and interests; (5) providing child care and transportation assistance to those applicants who need them; (6) setting up biweekly meetings and tutorial sessions for adult students; (7) providing placement services for graduates of any of the Vincennes programs; and (8) establishing a model program for replication elsewhere.

FIP-8

The Institutionalization of the Women's Career Project.
Project Director: Wiener, Marilyn
Organization: Northeastern Univ., Boston, Mass.
Address: University College, 360 Huntington Avenue, Boston, MA 02115
Funding Period: Start Date 1 Sep 78; End Date 31 Aug 79
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

This two-year program seeks to institutionalize and disseminate a program developed at Northeastern University in 1975 to identify, train, and move more women into management and professional positions by persuading employers to include life competencies as well as traditional credentials among their criteria for hiring and promoting. The program was developed in collaboration with ten major corporations, and through its development a new competence assessment model was created, new job-related academic programs were designed, and a new model of job analysis was engendered. The primary objectives of this follow-up project are to refine the models developed in the first phase of the project so that they can be integrated into universities and corporations, prepare the model for dissemination, expand the program so it will become self-supporting, test a new job marketing and placement model, and "write the book" on institutionalization. Procedures include (1) reaching a broad segment of women and additional corporations, (2) developing a screening model for program admission, (3) developing an employer training model to convey the program's rationale and instruments, (4) conducting a job market analysis to identify new vocational opportunities, (5) creating a core curriculum of management courses, and (6) developing a placement model for women trained in high opportunity areas.

FIP-9

A Collaborative University/Trade Union Field-Based Social Science Program.
Project Director: Silverman, Bertram
Organization: Hofstra Univ., Hempstead, N.Y. Labor Inst. of Applied Social Science
Address: 1000 Fulton Avenue, Hempstead, NY 11550
Funding Period: Start Date 1 Jul 76; End Date 30 Jun 79
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

This project is an ongoing field-based collaborative university/trade union college program for adult workers in applied social science. The program was designed to increase competencies for participation and leadership in trade unions, the work place, and community life. The program provides cost sharing, released time for study, and field-based projects stressing cooperative team teaching among faculty, practitioners, and union staff. The goal is to provide a more meaningful learning environment and opportunities for full-time study for working adults of diverse ethnic and racial backgrounds. In this, its third year, the project seeks to have various standing committees within the university review the field-based curriculum, paying close attention to the implementation of the students' chosen field research. This review will include (1) identifying areas of study in both District 65 and establishing the necessary ongoing liaison with the institute related social institutions, (2) selecting field faculty, (3) developing field related activities that can be integrated into seminars for each specialty, (4) developing academic faculty participation and integrating these academic areas more fully into the first two years of the program, and (5) developing performance objectives for the students' field and classroom experiences. The program's second third year goal is to complete the humanities part of the program and to develop the cultural arts program, so as to provide greater opportunities for lifelong learning. The third goal is to develop an integrative union/institute career guidance service.

FIP-10

College Program Dissemination Project.
Project Director: Meier, James

Organization: East Harlem Block Schools, New York, N.Y.
Address: 94 East 111th Street, New York, NY 10029
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

This project is to assist other community day care and school centers to replicate the inservice competency-based college program developed by East Harlem Block School. This program is unusual in several ways: (1) it is geared to low income working adults with families, especially to single parents, who may have limited educational and career opportunities; (2) elementary school and day care professionals, as well as parents, who are both tied in to full-time jobs and family responsibilities, earn professional credentials through this program; (3) the program involves almost the entire teaching staff and many parents in the learning and support of learning for others; (4) training grows out of the goals, needs, and work of the center as well as of the individuals; thus the resultant learning has direct and immediate benefits for the families which the center is serving; and (5) the program is connected to an established college or university and college credits and degrees may be earned. Replication would involve the East Harlem Block School's direct participation in establishing any versions of their college program, even though the actual development of a program would be accomplished by the center itself. This project will directly benefit approximately 400 people in fourteen centers in the first year alone, but long range effects and the steady integration of graduates into the work force, are even more promising.

FIP-11

Minority Women in Management Careers.
Project Director: Kramer, Pamela E.
Organization: New York Polytechnic Inst., N.Y.
Address: 333 Jay Street, Brooklyn, NY 11201
Funding Period: Start Date 1 Sep 78; End Date 30 Sep 79
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

This project seeks to increase the participation of minority women in professional management careers. This goal is to be accomplished through the cooperative efforts of New York City Community College (N.Y.C.C.C.), Polytechnic Institute of New York, and New York City area business and industrial firms. Annually, thirty-five minority women who have obtained an A.A.S. degree in business from New York City community College will be able to transfer into a combined B.S. and M.S. program in Social Sciences and Management at Polytechnic Institute, a program which can be completed in less than three years. In this, the first year of the project, staff at both institutions will identify a group of qualified minority students enrolled in business and commerce programs at N.Y.C.C.C. whose aspirations seem unlikely to be fulfulled by their A.A.S. degree. Support services, including personal, vocational and peer counseling, an orientation to management careers, a mathematics "anxiety" clinic, a problem-solving skills workshop, and an internship in an outside corporation, will be made available to participants during the next three years. Financial aid would be sought for all participants upon transfer to Polytechnic, and Polytechnic plans to offer ten full tuition scholarships.

FIP-12

Replication Manual for a Model Work-Related Reading Program.
Project Director: Lorber, Frederick
Organization: Jobs for Youth, Inc., New York, N.Y.
Address: 1831 Second Avenue, New York, NY 10028
Funding Period: Start Date 1 Jul 77; End Date 30 Jun 79
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

The objectives of this project are to develop a manual for replicating the successful Jobs for Youth work-related reading/arithmetic program, designed to serve 100-125 unemployed and disadvantaged out-of-school youths, aged sixteen to twenty-one, and to replicate the programs in Jobs for Youth's Boston branch. The manual will include (1) the philosophy of a work-related reading and arithmetic program that provides learning in relationship to the world of work through career awareness, counseling, and vocational placement in real jobs; (2) the management procedures for the administration of the program, detailing the operating procedures, data collection deadlines, and reporting forms; (3) the procedures and methods including objectives, staff competencies and functions, expected program outcomes, statistics, and recruitment and screening activities; (4) sample activities to illustrate the means for success in counseling, evaluation plan for ongoing formative assessment and periodic summative assessment. A unique aspect of the Jobs for Youth work-related reading/arithmetic program is its link to the year-round program of vocational counseling and job placement, which enables the organization to offer youths the incentive of a guaranteed first job or higher paying second level job. Other key components of the program are at least five hours a week of intensive reading instruction for each youth, with a meal program for all youth and a weekly allowance for those unemployed; the use of professional reading specialists; the use of work-related materials; and an advisory committee of educators, employers, community leaders, and social service professionals who meet regularly to monitor and advise the program.

FIP-13

Lincoln - Eagleville Masters Program in the Human Services
Project Director: Ershun, Joseph
Organization: Eagleville Hospital and Rehabilitation Center, Pa.
Address: P.O. Box 45, Eagleville, PA 19408
Funding Period: Start Date 1 Jul 76; End Date 30 Jun 79
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

The purpose of this three-year project is to develop and implement a new non-traditional competency-based Master's Program in the human services. This program will not require a baccalaureate as a condition for admission nor for the awarding of the Master's Degree. This will allow a reservoir of senior human service workers with great potential to go on to professional education who for various reasons had not previously been able to do so. This program is being established in cooperation with Gaudenzia House, a drug treatment facility; the Pottstown, Pennsylvania, Drug Abuse Program; the State of Delaware Drug Agency; and the Pennsylvania State Department of Education. The students, all employees of one of the participating agencies, range in age from 22 through 60 years, with the majority in their twenties and thirties. One third are black, many are women and almost half have recovered from some form of drug or alcohol addiction. The program would receive technical assistance from the College of Human Services in New York City, which has established itself as a center for individualized competency-based learning modules. Joining the techniques of education pioneered by the College for Human Services and the student participants of this program, Eagleville hopes to (1) provide experts in their fields with degrees so that they can obtain better positions, (2) bring the role model motivation approach from treatment to the education of non-traditional people entering professional education, (3) test the adaptability of the College for Human Services learning model, and (4) provide a model for universities to use non-traditionally educated, highly experienced staff as teachers in the human services.

FIP-14

Neighborhood Women's College Program.
Project Director: Tichenor, Ellen
Organization: Lutheran Social Mission Society, Philadelphia, Pa.
Address: Lutheran Settlement House, 1340 Frankford Avenue, Philadelphia, PA 19125
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

In cooperation with the Community College of Philadelphia, a community-based associate degree program for the working class women of Fishtown-Lower Kensington has been established. These women are hampered in pursuing higher education because of limited mobility, family responsibilities, low income, and cultural factors. Long-range goals of the project include enhanced employability, increased educational status, improved self-concept, effectiveness in community development, and spinoff benefits to families. Program development over the next three years will focus on curriculum development at the preparatory and college levels; expansion of support services to meet aspirational needs of women with associate arts degrees and to provide adequate information and advice concerning educational and career options; and extension of resources and expertise to other institutions of higher learning and to community and women's groups through compilation and publication of manuals and pamphlets describing the program. Short-range goals include (1) conducting a series of re-socialization groups designed to clarify women's goals, (2) establishing a resource library on area schools and special educational and training programs, (3) assisting with financial aid procedures, (4) developing community-based practicums as the basis of an effort to place seventy percent of graduates in community employment, (5) maintaining a consistent enrollment of at least fifty women and keeping the attrition rate below ten percent, (6) recruiting qualified faculty who are interested in community-based education and opportunities for working class people, and (7) developing and pilot testing a preparatory math skills/math anxiety course. Both internal and external evaluation will be conducted.

FIP-15

Work Skills Development Through On-Campus Employment.
Project Director: Little, Thomas C.
Organization: Virginia State Coll., Petersburg. Virginia College Work-Study Program
Address: Box 69, Petersburg, VA 23803
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

This project is a cooperative effort of five Virginia postsecondary institutions to develop a model student employment program focused on the experiential development of functional work-related skills. The program will use the Fed-

eral College Work-Study Program, a program of student financial aid through on-campus employment subsidized with federal funds. The five program components to be developed in the first year are: (1) descriptions of typical on-campus jobs in functional terms, (2) an instrument for quantitatively assessing the functional skills of student workers, (3) a mechanism for matching jobs and students in functional terms, (4) a list of on-campus jobs arranged in functional clusters in increasingly greater skills requirements, and (5) an instrument for evaluating student work performance in terms of efficiency in specific functional skills. Job descriptions will be developed using data collected at the five participating institutions: Old Dominion University, James Madison University, Virginia State College, Radford College, and Lynchburg College. Each job description will consist of a short narrative of job tasks and descriptions of worker functions and worker traits of the job expressed quantitatively. A compendium of typical jobs will be prepared from the descriptions, and the jobs will be arranged in job lattices according to skill levels. During the second project year, model programs will be field tested and evaluated at two post-secondary institutions. The project deliverable will be an operations manual consisting of program materials and instructions for implementation.

FIP-16

Project Pathways.
Project Director: Sugiyana, Alan
Organization: Employment Opportunites Center, Seattle, Wash.
Address: 4726 Rainier Avenue South, Seattle, WA 98118
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

This project seeks to offer Asians alternatives to college degrees; increase Asian enrollment in vocational education offered through local community colleges, apprenticeship programs, and trade schools; and increase the number of Asians employed in the trades. To accomplish these goals, Pathways will heighten Asian awareness of occupational training as an alternative to academic education and will ease Asian entry into these programs by establishing links with local training sites. Procedures for the program will include (1) disseminating vocational education information through pamphlets, workshops, and visits to high schools and community organizations; (2) recruiting applicants, including screening field trips, counseling, referral and placement of those students suitable for training programs; (3) training to prepare for entrance exams; (4) training through a mini-program to develop secretarial skills and through a mini-apprenticeship program for jobs in the construction trades; (5) providing employment related services such as job development, job placement, and employment orientation, all of which will teach self placement and interviewing skills. Pathways seeks to directly address the educational problems of a neglected population and to increase the percentage of Asians in Seattle's trades.

Project Titles by State

California	Education in the World of Work – Project ACCESS.	FIP-1
	Experiential Learning Program for Special Students: Handicapped and Minority Clientele.	FIP-2
	OPEN ROAD/NEW AVENUES.	FIP-3
Dist. of Columbia	Career Counseling Project.	FIP-4
Illinois	Educating the Educators.	FIP-5
	Management Studies Semester for Liberal Arts Students.	FIP-6
Indiana	Program for Adult-Student Success.	FIP-7
Massachusetts	Institutionalization of the Women's Career Project.	FIP-8
New York	Collaborative University/Trade Union Field-Based Social Science Program.	FIP-9
	College Program Dissemination Project.	FIP-10
	Minority Women in Management Careers.	FIP-11
	Replication Manual for a Model Work-Related Reading Program.	FIP-12
Pennsylvania	Lincoln – Eagleville Masters Program in the Human Services.	FIP-13
	Neighborhood Women's College Program.	FIP-14
Virginia	Work Skills Development Through On-Campus Employment.	FIP-15
Washington	PROJECT PATHWAYS.	FIP-16

ORGANIZATIONAL RESOURCES

Division of Research and Demonstration

U.S. OFFICE OF EDUCATION
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION
7th AND D STREETS, S.W.
WASHINGTON, DC 20202

OFFICE OF THE DIRECTOR

Howard F. Hjelm, Director
Room 5042
(202) 245-9834

RESEARCH BRANCH

Glenn C. Boerrigter, Chief
Room 5018
(202) 245-2467

DEMONSTRATION BRANCH

Doris Gunderson, Program Specialist
Room 5026
(202) 245-2614

CURRICULUM DEVELOPMENT BRANCH

Mary V. Marks, Chief
Room 5034
(202) 245-2653

VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT

Duane Nielson, Team Leader
Room 5652
(202) 245-9793

Curriculum Coordination Centers

EAST CENTRAL CURRICULUM COORDINATION CENTER

DELAWARE, DISTRICT OF COLUMBIA, ILLINOIS, INDIANA, MARYLAND, MICHIGAN, MINNESOTA, OHIO, PENNSYLVANIA, VIRGINIA, WEST VIRGINIA, WISCONSIN

Rebecca Douglass, Director
Professional and Curriculum Development Unit
Department of Adult and Vocational-Technical Education
100 North First Street, E-426
Springfield, IL 62777
(217) 782-0759

MIDWEST CURRICULUM COORDINATION CENTER

ARKANSAS, IOWA, KANSAS, LOUISIANA, MISSOURI, NEBRASKA, NEW MEXICO, OKLAHOMA, TEXAS

Bob Patton, Director
State Department of Vocational-Technical Education
1515 West Sixth Avenue
Stillwater, OK 74074
(405) 377-2000

NORTHEAST CURRICULUM COORDINATION CENTER

CONNECTICUT, MAINE, MASSACHUSETTS, NEW HAMPSHIRE, NEW JERSEY, NEW YORK, PUERTO RICO, VERMONT, RHODE ISLAND, VIRGIN ISLANDS

Joseph F. Kelly, Director
Bureau of Occupational and Career Research Development
Division of Vocational Education
New Jersey Department of Education
225 West State Street
Trenton, NJ 08625
(609) 292-6562

NORTHWESTERN CURRICULUM COORDINATION CENTER

ALASKA, COLORADO, IDAHO, MONTANA, NORTH DAKOTA, OREGON, SOUTH DAKOTA, UTAH, WASHINGTON, WYOMING

William Daniels, Director
Washington State Commission for Vocational Education
Building 17, LS-10
Airdustrial Park
Olympia, WA 98504
(206) 753-0979

SOUTHEAST CURRICULUM COORDINATION CENTER

ALABAMA, FLORIDA, GEORGIA, KENTUCKY, MISSISSIPPI, NORTH CAROLINA, SOUTH CAROLINA, TENNESSEE

James F. Shill, Director
College of Education
Mississippi State University
Drawer DX
Mississippi State, MS 39762
(601) 325-2510

WESTERN CURRICULUM COORDINATION CENTER

AMERICAN SAMOA, ARIZONA, CALIFORNIA, GUAM, HAWAII, NEVADA, TRUST TERRITORY OF THE PACIFIC ISLANDS, GOVERNMENT OF THE NORTHERN MARIANAS

Lawrence Zane, Director
College of Education, Wist Hall 216
University of Hawaii
1776 University Avenue
Honolulu, HI 96822
(808) 948-7834

Research Coordinating Units

ALABAMA

Douglas Patterson, Supervisor
Research and Evaluation
868 State Office Building
Montgomery, AL 36130
(205) 832-3476

ALASKA

Karen Ryals, Acting Director
Department of Education
Pouch F—Alaska State Office Bldg.
Juneau, AK 99811
(907) 465-2980

ARIZONA

Dick Ruff
RCU Director
State Department of Education
1535 West Jefferson
Phoenix, AZ 85007
(602) 271-5106

ARKANSAS

Jack D. Nichols, Director
Research Coordinating Unit
State Department of Education
Arch Ford Education Center
Little Rock, AR 72201
(501) 371-1855

CALIFORNIA

Richard S. Nelson Administrator
Vocational Education Support Services
State Department of Education
721 Capitol Mall
Sacramento, CA 95814
(916) 322-2330

COLORADO

Bill Barnes, Supervisor
Research/Exemplary/Professional
Development Section
State Board for Community Colleges
& Occupational Education
207 State Services Building
Denver, CO 80203
(303) 839-3111

CONNECTICUT

Elizabeth M. Schmitt, Chief
Bureau of Vocational Program
Planning and Development
Division of Vocational Education
State Department of Education
P. O. Box 2219
Hartford, CT 06115
(203) 566-3430

DELAWARE

Rachael Schweitzer, Supervisor
Curriculum and Research
Department of Public Instruction
John G. Townsend Building
Dover, DE 19901
(302) 678-4681

DISTRICT OF COLUMBIA

Jeannie H. Carter
Research Specialist
D. C. Public Schools
415 – 12th Street NW
Washington, D.C. 20004
(202) 724-4249

FLORIDA

Margaret Ferqueron
Bureau of Vocational Research
and Evaluation
State Department of Education
Knott Building
Tallahassee, FL 32304
(904) 488-3995

GEORGIA

John Lloyd, Director
Occupational RCU
State Department of Education
333 State Office Building
Atlanta, GA 30334
(404) 656-2547

HAWAII

Sybil Kyi, Coordinator
Research and Development
State Board for Vocational Education
Bachman Hall, Room 101
2444 Dole Street
Honolulu, HI 96822
(808) 948-7461

IDAHO

Doug Hammer
Research Supervisor
Division of Vocational Education
650 West State Street
Boise, ID 83720
(208) 384-2932

ILLINOIS

Ronald D. McCage, Manager
Research and Development Section
Illinois Department of Adult, Vocational
& Technical Education
Office of Education
100 North First Street
Springifield, IL 62777
(217) 782-4620.

INDIANA

Edgar Hornbeck, State Coordinator
Supportive Services and Program
Improvement
Board for Vocational/Technical
Education
17 West Market St., Room 401
Indianapolis, IN 46204
(317) 633-7673

IOWA

Kenneth M. Wold, Chief
Support Services
Career Education Division
Department of Public Instruction
State Office Building
Des Moines, IA 50319
(515) 281-5663

KANSAS

Norman Park
Research Coordinating Unit
Vocational Education Administration
State Department of Education
120 East 10th Street
Topeka, KS 66612
(913) 296-2241

KENTUCKY

Lou Perry
Acting RCU Director
State Department of Education
2028 Capitol Plaza Tower
Frankfort, KY 40601
(502) 564-3096

LOUISIANA

Florent Hardy, Director
Research Coordinating Unit
State Department of Education
P. O. Box 44064
Baton Rouge, LA 70804
(504) 342-3525

MAINE

John Moran, Director
Research Coordinating Unit
Bureau of Vocational Education
Department of Education and
Cultural Services
State Department of Education
Augusta, ME 04333
(207) 289-2621

MARYLAND

Rose Mary Bengel, Director
Research Coordinating Unit
Vocational/Technical Education
State Department of Education
P. O. Box 8717
Friendship Airport
Baltimore, MD 21240
(301) 796-8300

MASSACHUSETTS

David Cronin
Associate Commissioner
State Department of Education
Division of Occupational Education
32 St. James Avenue
Boston, MA 02116
(614) 727-5740

MICHIGAN

Stanley Rumbaugh, Director
Research Coordinating Unit
State Department of Education
Box 30008
Lansing, MI 48909
(517) 373-1830

MINNESOTA

Brandon B. Smith, Director
Research and Development Center
University of Minnesota
145 Peik Hall
Minneapolis, MN 55455
(612) 373-3838

Melvin E. Johnson, Director
Research Coordinating Unit
State Department of Education
Division of Vocational/Technical Education
Capitol Square Building
St. Paul, MN 55101
(612) 296-2421

MISSISSIPPI

James F. Shill, Director
Research Coordinating Unit
Vocational/Technical Education
Drawer DX
Mississippi State University
Mississippi State, MS 37962
(601) 325-2510

MISSOURI

Delbert Lund, Director
Research Coordinating Unit
State Department of Education
P. O. Box 480
Jefferson City, MO 65101
(314) 751-3500

MONTANA

Larry Johnson, Manager, RPDE
Office of the Superintendent of Public Instruction
Helena, MT 59601
(406) 449-2087

NEBRASKA

Elton B. Mendenhall, Director
Research Coordinating Unit for Vocational Education
300 West, Nebraska Hall
University of Nebraska
Lincoln, NE 68588
(402) 472-3337

NEVADA

Thomas E. Kirkpatrick, Director
Research Coordinating Unit
College of Education
University of Nevada, Las Vegas
4505 Maryland Parkway
Las Vegas, NV 89154
(702) 739-3188

NEW HAMPSHIRE

Jeffrey T. Luftig, Director
Research Coordinating Unit
State Department of Education
105 Loudon Road
Concord, NH 03301
(603) 271-3276

NEW JERSEY

Joseph F. Kelly, Director
Bureau of Occupational and Career Research Development
State Department of Education
225 West State Street
Trenton, NJ 08625
(609) 292-6562

NEW MEXICO

Frank Romero
Director of Program Development & Postsecondary Administration
State Department of Education
State Education Building
Santa Fe, NM 87503
(505) 827-3151

NEW YORK

Alan G. Robertson, Chief
Bureau of Occupational Education Research
State Education Department
Room 468
Albany, NY 12234
(518) 474-6386

NORTH CAROLINA

Charles H. Rogers, Director
Occupational Research Unit
State Department of Public Instruction
Raleigh, NC 27611
(919) 733-2092

NORTH DAKOTA

Larry Barnhart
Resarch Coordinating Unit
State Board for Vocational Education
900 East Boulevard
Bismarck, ND 58505
(701) 224-3195

OHIO

R. D. Balthaser
Assistant Director, RSEEP
Division of Vocational Education
65 South Front Street, Rm. 904
Columbus, OH 43215
(614) 466-2095

OKLAHOMA

William D. Frazier, Director
Research Coordinating Unit
State Department of Vocational/Technical Education
1515 West Sixth Avenue
Stillwater, OK 74074
(405) 377-200

OREGON

Eugene Vinarski, Coordinator
Applied Research
Career and Vocational Education
State Board of Education
942 Lancaster Drive NE
Salem, OR 97310
(503) 378-3597

PENNSYLVANIA

Carroll A. Curtis, Director
Research Coordinating Unit
State Department of Education
P. O. Box 911
Harrisburg, PA 17111
(717) 787-4865

RHODE ISLAND

Frank Santoro, State Director of Vocational Education
State Department of Education
Roger Williams Building
Providence, RI 02908
(401) 277-2691

SOUTH CAROLINA

Gregory Morrison, Supervisor
Research Coordinating Unit
Office of Vocational Education
State Department of Education
1429 Senate Street, Rm. 916
Columbia, SC 29201
(803) 758-2358

SOUTH DAKOTA

Dave Bonde, Director
Division of Vocational/Technical Education
Richard F. Kneip Building
Pierre, SD 57501
(605) 773-3423

TENNESSEE

Dee Wilder, Director, DRPE
Research Coordinating Unit
State Department of Education
132-E Cordell Hull Building
Nashville, TN 37219
(615) 741-1878

TEXAS

William H. Fitz
Administrative Director
Research Coordinating Unit
Texas Education Agency
150 East Riverside Drive
Austin, TX 78701
(512) 475-4641

UTAH

N. Craig Kennington
Coordinator, Project Management and Research Coordinating Unit
State Board of Education
250 East Fifth South
Salt Lake City, UT 84111
(801) 533-5371

VERMONT

Barbara M. Gutheil, Director
Research Coordinating Unit
State Department of Education
Montpelier, VT 05602
(802) 828-3101

VIRGINIA

Betsy Harding
State Department of Education
1312 East Grace Street
Richmond, VA 23216
(804) 786-1206

WASHINGTON

Gene W. Bigger, Director
Research Coordinating Unit
Commission for Vocational Education
Airdustrial Park, Bldg. 17
Olympia, WA 98504
(206) 753-5672

WEST VIRGINIA

Roy W. Thomas, Director
Research Coordinating Unit
State Department of Education
Marshall University
Huntington, WV 25701
(304) 696-3180

WISCONSIN

Roland J. Krogstad
Research Consultant
Board of Vocational/Technical/Adult Education
4802 Sheboygan Avenue
Madison, WI 53702
(608) 266-3705

WYOMING

Richard Rowles, Director
Occupational Education
State Department of Education
Hathaway Building
Cheyenne, WY 82002
(307) 777-7416

AMERICAN SAMOA

Craig Clauser
Program Director
Vocational Education Division
Department of Education
American Samoa 96799
633-5237

GUAM

John C. Salas, President
Guam Community College
P. O. Box 23069
Guam Main Facility
Guam, Mariana Islands 96921
734-2405

PUERTO RICO

Luis Rafael Ortiz
Acting Director
Vocational Education
Commonwealth Department of Education
Hato Rey, PR 00919
(809) 766-4628

TRUST TERRITORY OF THE PACIFIC ISLANDS

Loren Peterson, Director
Vocational Education
Department of Education
Saipan, Mariana Islands 96950

GOVERNMENT OF THE NORTHERN MARIANAS

Herman Cabrera, Acting Director
Vocational Education
Department of Education
Government of Northern Marianas
P. O. Box 9
Saipan, Marianas Islands 96950
9311/9827

VIRGIN ISLANDS

Wilburn Smith, Jr.
Director of Vocational Education
Department of Education
Post Office Box 630
St. Thomas, VI 00801
(809) 744-0100

How to Order Documents

Documents announced in *Resources in Vocational Education* are available individually from the ERIC Document Reproduction Service. Sample ordering instructions and price lists are provided below. Please refer to the most recent issue of *Resources in Education* for current pricing information.

ERIC

OPERATED BY:

DOCUMENT REPRODUCTION SERVICE
P.O. Box 190 ARLINGTON, VIRGINIA 22210 • (703) 841-1212
COMPUTER MICROFILM INTERNATIONAL, CORP.

ORDER FORM

IMPORTANT INSTRUCTIONS

- **ORDER BY ED NO.** (6 digits) See Resources in Education (RIE)
- **SPECIFY EITHER:** Microfiche (MF) or Paper Copy (HC)
- **ENTER UNIT PRICE** (See Below)
- **INCLUDE POSTAGE**
  *Note charge to expedite delivery within the United States only (see below)
- **ENCLOSE CHECK OR MONEY ORDER**
  Payable to EDRS or Computer Microfilm International Corp. (U.S. funds payable through a U.S. bank or clearinghouse)
- **OR ENCLOSE AUTHORIZED ORIGINAL PURCHASE ORDER**
- **COMPLETE AND SIGN BELOW**

SHIP TO: _____

SOLD TO: _____

Date _____

Signature _____

Title _____

ED NUMBER	NO. OF PAGES	NO. OF COPIES MF	NO. OF COPIES HC	UNIT PRICE	TOTAL
TOTAL NO. OF PAGES				**SUBTOTAL**	
TAX EXEMPT NO. _____				VA RESIDENTS ADD 4% SALES TAX	
				POSTAGE	
DEPOSIT ACCT. NO. _____				**TOTAL**	

UNIT PRICE SCHEDULE

MICROFICHE (MF)	
NUMBER FICHE EACH ED #	Price
1 to 5 (up to 480 pages)	$ .83
6 (481-576 pages)	1.00
7 (577-672 pages)	1.16
8 (673-768 pages)	1.33
Each additional microfiche (additional 96 pages)	.167

PAPER COPY (HC)	
NUMBER PAGES EACH ED #	Price
1 to 25	$1.67
26 to 50	2.06
51 to 75	3.50
76 to 100	4.67
Each additional 25 pages	1.34

CHART FOR DETERMINING UNITED STATES POSTAGE

1st CLASS POSTAGE FOR		4TH CLASS POSTAGE FOR TOTAL MF OR HC PAGES INDICATED (Allow 3-4 weeks delivery time from date of order)							
		1 lb.	2 lbs.	3 lbs.	4 lbs.	5 lbs.	6 lbs.	7 lbs.	8 lbs.
1-3 Microfiche Only	4-7 Microfiche Only	75 or fewer MF or HC Pages	76-150 MF or HC Pages	151-225 MF or HC Pages	226-300 MF or HC Pages	301-375 MF or HC Pages	376-450 MF or HC Pages	451-525 MF or HC Pages	Each Additional 75 MF or HC Pages
$ .15	$ .28	$ .48	$ .66	$ .84	$1.02	$1.20	$1.38	$1.56	$ .11

*Expedited delivery is available by requesting UPS delivery and including payment. Charges vary depending upon total weight of order and final destination. The chart below gives maximum charges for this service from Arlington, Virginia. It will be the customers' responsibility to calculate the correct amount, *or* to send in the maximum amount. Overpayments will be refunded upon request.

*** CHART FOR DETERMINING UPS CHARGES**

1 lb.	2 lbs.	3 lbs.	4 lbs.	5 lbs.	6 lbs.	7 lbs.	8+ lbs.
75 or Fewer MF or HC Pages	76-150 MF or HC Pages	151-225 MF or HC Pages	226-300 MF or HC Pages	301-375 MF or HC Pages	376-450 MF or HC Pages	451-525 MF or HC Pages	Each Additional 75 MF or HC Pages
Not to Exceed $1.04	Not to Exceed $1.34	Not to Exceed $1.64	Not to Exceed $1.94	Not to Exceed $2.23	Not to Exceed $2.53	Not to Exceed $2.83	Cost may range from $3.13 to $15.64

Revised July 1977

To order documents announced in the original publication of the AIM/ARM Project, *Abstracts of Instructional and Research Materials in Vocational and Technical Education* (AIM/ARM), Fall of 1967 through Volume 9, Number 6, see the individual issues for ordering instructions.

Price lists and ED number for the complete set of AIM/ARM VT–ERIC Microfiche are listed below.

AIM Microfiche Sets

Issue	ED Number	Price
Fall 1967	ED 013 339	$12.32
Winter 1967	ED 015 349	26.91
Spring 1968	ED 017 746	35.08
Summer 1968	ED 020 442	33.81
Fall 1968	ED 022 971	24.49
Winter 1968	ED 028 305	26.39
Spring 1969	ED 030 770	35.87
Summer 1969	ED 032 434	54.19
Fall 1969	ED 034 074	44.56
Winter 1969	ED 037 585	36.51
Spring 1970	ED 041 177	30.18
Summer 1970	ED 042 931	33.18
Fall 1970	ED 045 856	30.02
Winter 1970	ED 049 382	24.96
Spring 1971	ED 052 390	38.24
Summer 1971	ED 053 339	35.71
Fall 1971	ED 056 238	51.03
Vol.5, No. 1	ED 059 407	49.45
Vol.5, No. 2	ED 062 563	41.71
Vol.5, No. 3	ED 063 502	41.71
Vol.5, No. 4	ED 067 490	43.29
Vol.6, No. 1	ED 069 919	34.13
Vol.6, No. 2	ED 075 668	9.48
Vol.6, No. 3	ED 075 685	.47
Vol.6, No. 4	ED 083 481	43.29

ARM Microfiche Sets

Issue	ED Number	Price
Fall 1967	ED 013 338	$14.38
Winter 1967	ED 015 348	16.75
Spring 1968	ED 016 876	24.17
Summer 1968	ED 019 526	45.50
Fall 1968	ED 022 065	3.48
Winter 1968	ED 027 441	21.80
Spring 1969	ED 030 001	15.80
Summer 1969	ED 031 587	16.91
Fall 1969	ED 033 237	5.37
Winter 1969	ED 036 657	20.07
Spring 1970	ED 039 370	22.12
Summer 1970	ED 042 060	20.22
Fall 1970	ED 045 860	48.03
Winter 1970	ED 049 385	26.07
Spring 1971	ED 051 432	24.65
Summer 1971	ED 054 390	12.01
Fall 1971	ED 057 254	15.80
Vol. 5, No. 1	ED 060 223	49.93
Vol. 5, No. 2	ED 062 579	9.80
Vol. 5, No. 3	ED 063 517	21.01
Vol. 5, No. 4	ED 068 733	17.06
Vol. 6, No. 1	ED 070 816	14.85
Vol. 6, No. 2	ED 076 749	5.21
Vol. 6, No. 3	ED 076 774	4.27
Vol. 6, No. 4	ED 083 482	6.95

AIM/ARM Microfiche Sets

Issue	ED Number	Price
Vol. 7, No. 1 (VT 100 001-100 200)	ED 094 269	$28.44
Vol. 7, No. 2 (VT 100 201-100 400)	ED 094 270	25.75
Vol. 7, No. 3 (VT 100 401-100 600)	ED 094 271	25.44
Vol. 7, No. 4 (VT 100 601-100 800)	ED 094 272	29.86
Vol. 7, No. 5 (VT 100 801-101 000)	ED 095 434	38.39
Vol. 7, No. 6 (VT 101 001-101 200)	ED 096 554	37.13
Vol. 8, No. 1 (VT 101 201-101 400)	ED 101 219	40.13
Vol. 8, No. 2 (VT 101 401-101 600)	ED 103 724	40.13
Vol. 8, No. 3 (VT 101 601-101 800)	ED 108 003	35.08
Vol. 8, No. 4 (VT 101 801-101 950)	ED 109 512	29.07
Vol. 8, No. 5 (VT 101 951-102 200)	ED 114 719	12.32
Vol. 8, No. 6 (VT 102 201-102 400)	ED 119 023	6.00
Vol. 9, No. 1 (VT 102 401-102 600)	ED 120 588	5.37
Vol. 9, No. 2 (VT 102 601-102 800)	ED 123 498	12.96
Vol. 9, No. 3 (VT 102 801-103 000)	ED 127 481	4.42
Vol. 9, No. 4 (VT 103 001-103 200)	ED 130 084	18.49
Vol. 9, No. 5 (VT 103 201-103 400)	ED 131 342	16.59
Vol. 9, No. 6 (VT 103 401-103 600)	ED 133 612	5.69

AIM/ARM VT-ERIC Microfiche Sets are available:
1) In any complete collection of ERIC microfiche
2) From the ERIC Document Reproduction Service (EDRS)
3) From state research coordinating units which have the AIM/ARM VT-ERIC Microfiche Collections

☆ U. S. GOVERNMENT PRINTING OFFICE: 1979-659-261

How to Order Subscriptions

Single year subscriptions to *Resources in Vocational Education* are available from

National Center Publications Office
The National Center for Research
in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655

Subscriptions are $34.00 ($36.00 outside the United States) for a complete volume (e.g., 1979, Volume 12, Numbers 1–6) and an annual cumulative index.